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ABSTRACT

Designed to help school districts meet the Child Find requirements of P.L. 94-142, the Education for All Handicapped Children Act, the manual considers ways of locating unknown handicapped children and reviews aspects of recordkeeping, confidentiality and due process. An initial section addresses the role of Chld Find in the delivery of special education services. Proceeding sections review procedures for identifying handicapped children through census, public awareness, and screening activities. Suggestions are offered for enhancing interagency cooperation, and legal requirements for due process, confidentiality, recordkeeping, and data collection are discussed. (CL)

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CHILD FIND MANUAL

Martin A. Hayott
Director

Developed under Contract No. OEC-0-74-7895 with the Bureau of Education for the Handicapped, U.S.O.E./D.H.E.W.

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CHILD FIND MANUAL

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The Teaching Resource Center of the City University of New York is one of thirteen Regional Resource Centers for the Handicapped throughout the country, each serving a state or multi-state region. The Centers are funded by the Bureau of Education for the Handicapped, United States Office of Education, Department of Health, Education and Welfare.

The mandate of the New York Regional Resource Center (RRC #10), which serves the New York Region, is to improve and enhance the educational experience of all handicapped children by providing their school administrators, teachers, parents and guardians with practical information, innovative programs and training aimed at fostering individual growth of the handicapped child.

Funded under contract with the Bureau of Education for the Handicapped, USOE, DHEW

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INTRODUCTION

By now, many people in special education are aware that Part B of the Education of the Handicapped Act (EHA) has been amended by Public Law 94-142. This amendment, called the Education for All Handicapped Children Act of 1975, has various rules and regulations that will significantly affect special education policy and services throughout New York.

Specifically, this new law requires local school districts to identify, locate, and evaluate all handicapped children within their legal jurisdictions BEFORE using Part B EHA funds for any other purpose. First priority children for these Part B funds are children who are not now receiving an education.

Embodied in this new legislation are rules and regulations regarding due process and confidentiality, timelines for achieving full educational services for all school-aged handicapped children, requirements for educating handicapped children in the least restrictive environment, and specifications on evaluating children with tests and procedures that are not racially nor culturally discriminatory.

To reinforce New York State's commitment to the goals of this new federal law, the New York State legislature passed in 1976 an act to amend the education law. This act (Chapter 853) requires, among other things, that the board of education or trustees of local school districts

locate the numbers and types of handicapped children, under 21, residing in their district.

In May of 1976, the New York Regional Resource Center, after several Child Find meetings with the New York State Education Department, began the development of a Child Find manual designed to assist school districts meet the Child Find requirements of these new laws. This completed manual (the Child Find Manual) was written for those persons in local school districts who are new to Child Find and who find themselves with daily Child Find responsibilities. This manual addresses several of the many ways to locate unknown handicapped children: census, public awareness, interagency cooperation, and screening. In addition, the manual covers basic record keeping and data collection requirements of Public Law 94-142 and discusses due process and confidentiality.

The general development of this manual is rooted in the "Statement of Findings and Purpose" of Public Law 94-142*: that the Congress estimates "there are more than eight million handicapped children in the United States...," that over half of these eight million children are receiving less than adequate education, that over one million of these children will not take part in any educational system, that many handicapped children are suffering in regular education programs because their handicaps have gone undetected, and that educational training and technology have advanced to the degree that all children, regardless of the handicap, regardless of the severity of the handicap, can benefit from some type of educational program.

---

*Statement of Findings and Purpose, Public Law 94-142, November 29, 1975, p. 2.

The specific development of this manual is rooted in the regulations of this new federal law*: the requirement that "all handicapped children... are identified, located, and evaluated, including children in all public and private agencies and institutions...."

Every effort has been made in the development of this manual to incorporate rules and regulations of both federal and state law. However, as a document developed by the New York Regional Resource Center, this manual, while maintaining a fidelity to law, is not official policy of either the New York State Education Department or the Bureau of Education, U.S. Office of Education, Department of Health, Education and Welfare. Rather, this manual represents the best thinking of the staff of the New York Regional Resource Center relative to Child Find at this particular point in time.

Child Find materials from 26 states and Puerto Rico have been used as references in developing this manual. Models and materials from many of the Child Find projects funded under New York State Title VI-B have also been incorporated. Every effort has been made to make material in this manual both readable and useful in assisting school districts comply with the new laws regarding Child Find.

This manual has been reviewed by over 600 participants in a series of Child Find workshops held across New York State. To the most reasonable extent possible, recommendations from these 600 reviewers have been incorporated into this final copy.

It should be pointed out that it is not the intent of this manual to present a definitive model for conducting Child Find. Rather, this manual

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*Federal Register, 41, 252, Thursday, December 30, 1976, p. 56983.

incorporates, in our opinion, the best models and elements of former and current Child Find projects, and systems that develop logically from the rules and regulations of Public Law 94-142 and Chapter 853 of the New York State Education Law.

If any part of this manual needs further explanation, please contact:

Child Find
New York Regional Resource Center
Center for Advanced Study in Education
City University of New York
33 West 42nd Street
New York, New York 10036

or

Child Find Coordinator
New York State Education Department
55 Elk Street
Albany, New York 12234

Good luck in your local Child Find projects!

Ralph Bradley

THE ROLE OF CHILD FIND IN THE DELIVERY OF SPECIAL EDUCATION SERVICES

A system for locating and identifying handicapped children is diagrammed on page four (Child Find Diagram). This Child Find Diagram lists six school district responsibilities for Child Find:

Create Area Interagency Planning Councils;

Conduct Local Public Awareness Campaign;

Conduct Census;

Conduct Screening;

Develop Policies on Due Process and Confidentiality; and

Record Keeping and Data Collection.

These responsibilities correspond to the section headings of this manual. It is the manual's intent to give practical suggestions to local school districts for meeting these six responsibilities.

Many of the sections in this manual contain forms for record keeping. These forms will yield data that can be used to develop plans for serving each district's handicapped children. The data from these forms could also be used to evaluate each component in this Child Find system and to document compliance to P.L. 94-142.

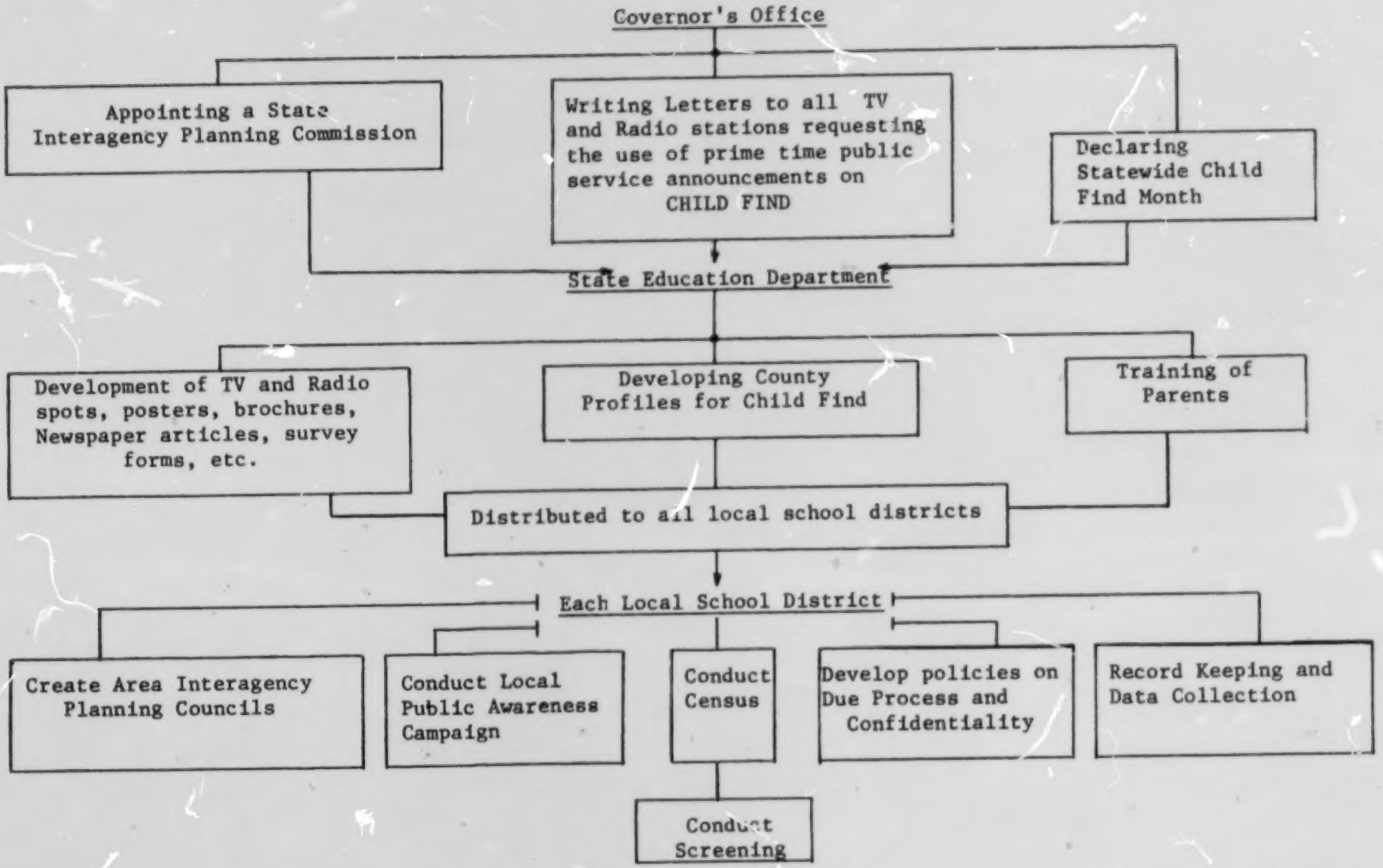
The following chart lists these forms by local school district responsibility as outlined on the Child Find Diagram. This chart also lists the section headings of this manual which contain these various forms.

School District Responsibility	Section Heading	Forms
Create Area Interagency Planning Councils	Interagency Cooperation	1. Child Find Coordinator's Multi-Agency Contact Summary 2. Interagency Cooperation Form Letters 1 and 2 3. Agency Profile for Interagency Planning 4. Area Data Report on Handicapped Children and Available Services
Conduct Local Public Awareness Campaign	Public Awareness	1. Child Find Local Public Awareness Campaign Report 2. Child Find Telephone Response Record 3. Public Awareness Form Letter 4. Child Find Public Awareness Resource Form

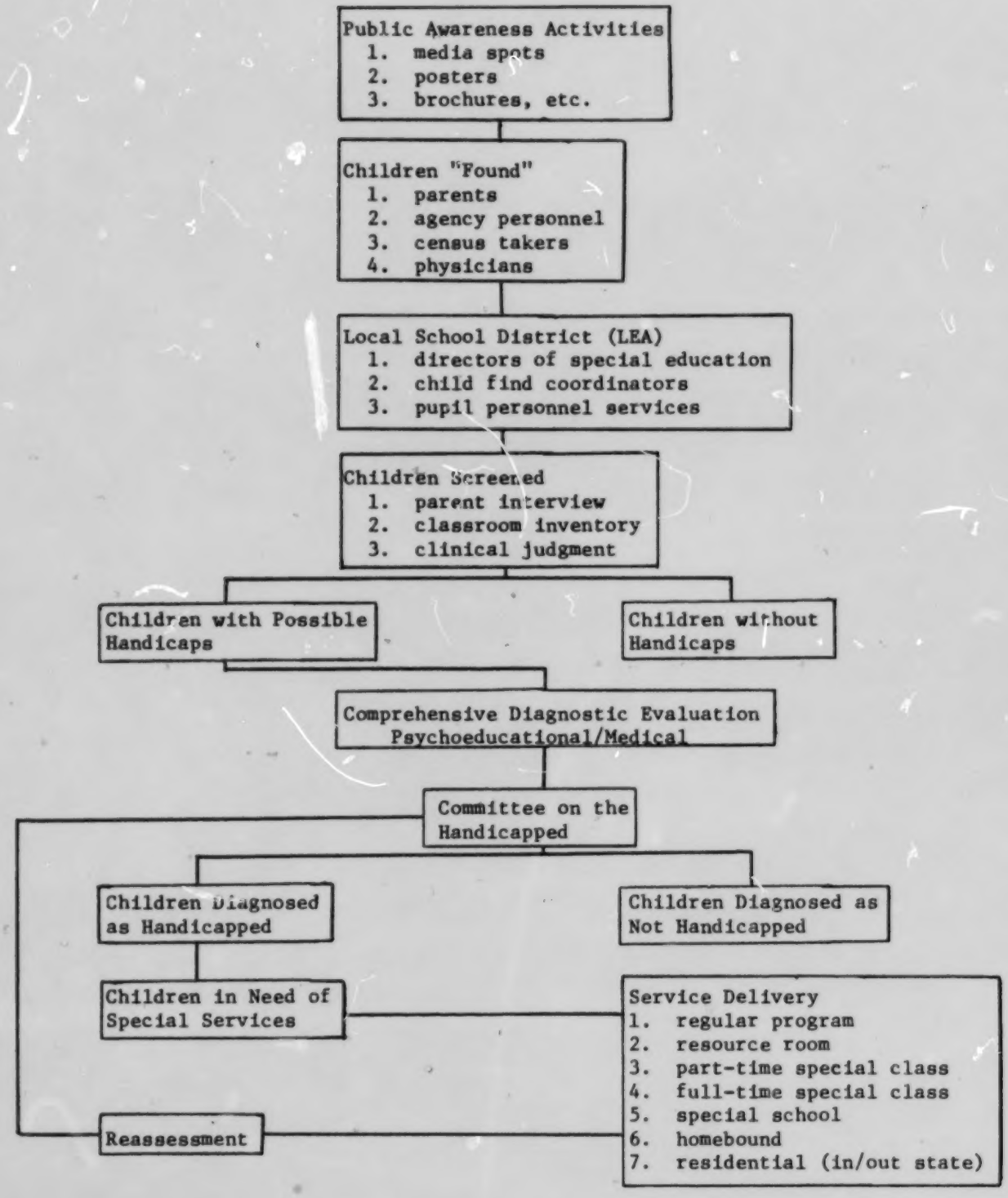
School District Responsibility	Section Heading	Forms
		5. Local Public Awareness Campaign Planning Forms A & B
Conduct Census	Census	1. School Census Form 2. Chart for Coding Children Located by School Census
Develop Policies on Due Process and Confidentiality	Due Process and Confidentiality	1. Parent Consent Form 2. Due Process Checklist
Conduct Screening	Screening	1. New York Preschool Screening Inventory 2. New York In-School Screening Inventory 3. A Guide for Parents
Record Keeping and Data Collection	ALL	ALL

A Service Delivery Flowchart, page five, diagrams the role of Child Find in providing educational services for handicapped children. Limiting itself to Child Find, this manual addresses the first four "boxes" in this service delivery system. As such, the manual confines itself to the initial steps in insuring that all school-aged handicapped children have available to them full educational services at public expense.

CHILD FIND DIAGRAM


Governor's Office
Appointing a State Interagency Planning Commission
Writing Letters to all TV and Radio stations requesting the use of prime time public service announcements on CHILD FIND
Declaring Statewide Child Find Month
State Education Department
Development of TV and Radio spots, posters, brochures, Newspaper articles, survey forms, etc.
Developing County Profiles for Child Find
Training of Parents
Distributed to all local school districts
Each Local School District
Create Area Interagency Planning Councils
Conduct Local Public Awareness Campaign
Conduct Census
Develop policies on Due Process and Confidentiality
Record Keeping and Data Collection
Conduct Screening

SERVICE DELIVERY FLOWCHART



CENSUS

In 1975, the Federal Government enacted the Education for All Handicapped Children Act of 1975 (Public Law 94-142) Section 612.(C) of which requires that "all children residing in the state who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are 'identified', 'located', and 'evaluated'..." (inside quotation marks added). To reinforce this Federal law the New York State Legislature passed, in 1976, Chapter 853 of the State Education Law. Section 4402 (1.a.) of Chapter 853 requires that local school districts locate the number and types of handicapped children under 21 residing in their districts:

> "The board of education or trustees of each school district shall ascertain...the number of handicapped children in such district under the age of twenty-one years and the nature of the handicapping condition of each such child...."

One of many means for creating a local Child Find system is the local school census. The newest state laws regarding census, Chapters 853 and 859 of the State Education Law, were enacted in 1976. Chapter 859 requires the trustees or board of education in every school district to conduct a school census bi-annually beginning in September, 1977, for all children between birth and 18 years and annually for all handicapped children between birth and 21. The regulations on this bill require that all census information on handicapped children under 21 be filed by

October 15 of each year with the Committee on the Handicapped and the Superintendent of the Board of Cooperative Educational Services (BOCES) of which that district is a part.

Historically, school districts have conducted the school census in a variety of ways: some districts have required house-to-house canvassing; others have simply mailed questionnaires to family households. Some districts have employed community citizens, school bus drivers, and school lunch people to serve as census takers; while others have employed highly trained teachers who had experience working with parents of handicapped children.

For planning purposes, it is suggested that all school districts use the same method for obtaining census data. The use of uniform methods will increase the value of census data in planning special educational services and will permit instructive comparisons of the numbers and types of handicapped children in different districts. It is strongly recommended that all school districts train personnel to conduct a house-to-house census.

CENSUS AND CHILD FIND

There is an interrelationship between census and Child Find. Legally, school census takers are required to report the numbers and types of children legally diagnosed as handicapped. School census takers are not required, however, to report children suspected of being handicapped. The reason for this restriction is that state law requires elaborate procedures for classifying children as handicapped (see Rules

of the Board of Regents and Regulations of the Commissioner of Education, 200.1 and 200.2) and very few, if any, census takers are trained or licensed as diagnosticians. Consequently, the role of the school census taker must be confined to reporting the numbers and types of children previously diagnosed as handicapped by licensed professionals.

School census takers will encounter households in which they suspect handicapped children reside, although these children have not been diagnosed as handicapped. When this occurs, census takers should seek parental approval for completing the Child Find Referral Form located on the bottom of the School Census Form. This form cannot be completed without a parent's signature. This completed form, with the signature of the parent or guardian, should be given to the local Child Find coordinator or to pupil personnel services who will then make arrangements for screening and evaluation. In this way the school census and the Child Find system will work together to locate and identify unknown handicapped children.

INSTRUCTIONS FOR COMPLETING CENSUS FORM

A School Census Form should be completed for every child under age 21 identified through the school census. It will be helpful if three copies of each School Census Form are completed to allow their distribution to three levels: one form can remain with the individual school district; one form can be transferred to the superintendent of the BOCES of which that district is a part (where applicable); and one form can be mailed to the principal of the school in which the child resides.

The part of the census form containing the name of the child and the name, address and telephone number of his parents or guardians

should remain with the local school and school district and should not appear on the copy sent to the BOCES. This confidentiality procedure will allow the transfer of numbers and types of handicapped children to those responsible for planning special educational services on the BOCES and state levels (see Chart for Coding Children Located By School Census, page 19).

Each School Census Form has a box for an identification number. Each child will have a different identification number consisting of 21 digits. These 21 digits are broken down into the following components:

a) seven digits consisting of the first three consonants in the first and last names coupled with the middle initial;*

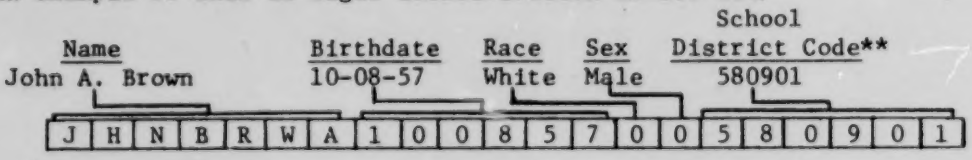
b) six digits relating to birthdate;

c) one digit for race/ethnicity: 0 = white (not Hispanic), 1 = black (not Hispanic), 2 = Hispanic, 3 = American Indian/Alaskan Native, 4 = Asian/Pacific Islander;

d) one digit for sex: 0 = male, 1 = female;

e) six digits for school district code;**

An example of this 21 digit identification number is:



*Enter a blank when names have fewer than three consonants

**Code Manual for Public School Districts of New York State, Information Center in Education, The State Education Department

Since identification numbers remain on all forms, confidential information on children will remain within individual schools, allowing the transfer of confidential information on a child's educational status to school system authorities responsible for planning.

Census takers should complete the remaining sections of the School Census Form, using the School Census Format for Interviewing Parents and the definitions of handicapping conditions.

Census takers will find it helpful to prepare for interviews by studying the School Census Format for Interviewing Parents. There will, of course, be times when parents give responses different than those offered on the interview format. To prepare for this, census takers should role play census taking among themselves. They should give parental responses not recorded on the interview format. Role playing exercises will help census takers become familiar with the School Census Format for Interviewing Parents and will help school census takers sensitively elicit answers necessary for completion of the School Census Form.

EXAMPLE OF SCHOOL CENSUS FORM

This form is completed by the local school district census taker. Confidential information must remain with the individual school or school district.

B.1. Personal Information

Name of Child _____
Last / First / Middle

Name of Parent or Guardian _____

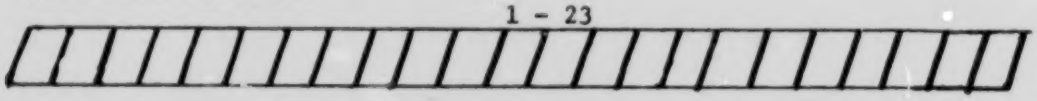
Address _____

Telephone Number _____ Zip Code _____

Child's Birthdate _____
Month / Day / Year

B.2. Identification Number

1 - 23



B.3. Present School Status*

1. Public School in the Home District
2. Nonpublic School in the Home District
3. Public School Away From the Home District
4. Nonpublic School Away From the Home District
5. Campus School
6. College Through Age 17
7. Minor of Preschool Age
8. High School Graduate, Legally Employed Minor or Minor Over Compulsory Age
9. Minor Legally Exempted From Attendance or Not Exempted Receiving Approved Home Instruction
10. Minor Exempted and Not Receiving Approved Home Instruction

B.4.A. Does child have learning problems or difficulties? yes (^{24}) no (^{25})

B. Is the child different from other children? yes (^{26}) no (^{27})

C. Does the child have any mental, physical, or emotional problems or handicaps? yes (^{28}) no (^{29})

---

*From Annual Census and Enrollment Report, Bureau of Statistical Services, New York State Education Department.

EXAMPLE OF SCHOOL CENSUS FORM, PAGE 2

B.5.A. Has the child been diagnosed as handicapped? Yes (30) No (31)

A. If "yes," what is the diagnosed handicap?

1. Trainable Mentally Retarded
2. Educable Mentally Retarded
3. Emotionally Disturbed
4. Speech Impaired
5. Deaf
6. Hard of Hearing
7. Legally Blind
8. Partially Sighted
9. Physically Handicapped
10. Specific Learning Disabled
11. Multiply Handicapped
(List)_____

_____

(34) (35) (36)

B.5.B. Is the child suspected of being handicapped? Yes (32) No (33)

B. If "yes," what is the suspected handicap?

1. Trainable Mentally Retarded
2. Educable Mentally Retarded
3. Emotionally Disturbed
4. Speech Impaired
5. Deaf
6. Hard of Hearing
7. Legally Blind
8. Partially Sighted
9. Physically Handicapped
10. Specific Learning Disabled
11. Multiply Handicapped
(List)_____

_____

(37) (38) (39)

B.6. Severity of Diagnosed Handicapping Condition

1. mild
2. moderate
3. severe
4. not known

(40)

B.7. Date of Last Evaluation_____
Month / Day / Year

41 - 46
/ / / / / /

B.8. Person Diagnosing Handicap:_____
Name / Title

CHILD FIND REFERRAL FORM

I,_____, believe my child, _____
(Parent's/guardian's name) (Child's name)
may need special services in school. I would like the local school district to contact me regarding these special services.

_____ _____
(Parent's/guardian's signature)

_____

_____ _____
(Date)

_____ _____
(Parent's/guardian's telephone number)

(Parent's/guardian's address)

School Census Format For Interviewing Parents:

An Example of Training for School Census Takers

A. Introduction

Step 1: Introduction

(a) Identify self

(b) Identify employer

"Good morning (or good afternoon). I'm _____ from your local school district."

Step 2: If a child answers the door, ask to speak to the head of the household.

"May I speak to your mother or father?"

NOTE: If the parent or guardian is not at home, ask when the parent is expected to be home. Plan to visit the household at that time. If no one answers, return to the household at another time.

Step 3: When parent or guardian answers the door

(a) Identify self

(b) Identify employer

(c) Identify purpose

(d) Ask if there are any children under 21 residing at this address.

"Good morning (good afternoon)! I'm _____ from your local school district. I'm helping with the

school census. We're trying to locate all children between birth and twenty-one living here in the district. Do you have any children under 21 living here with you?"

1. If the answer is "No," say "Thank you very much. You've been very helpful."
2. If the answer is "Yes," ask the following questions:

B. Completing the School Census Form

Step B.1 Personal Information

"I have some questions about your child. Your answers will be kept confidential and will be used for planning school programs here in the district."

"What is the child's full name?"

"Is the child a male or a female?"

"What is the child's birthdate?"

"What is the full name of the parent or guardian?"

"What is your address and zip code?"

"What is your telephone number?"

Step B.2 Identification Number

Complete the identification number after the parent interview. (See "Census" section of Child Find Manual for instructions on completing identification numbers.)

Step B.3 Present School Status

Ask "Is the child presently in school?"

a. If "No," ask "Why?" and check the appropriate column.

b. If "Yes," ask "Is the school a public school?" Then ask "Is the school in our (give the school district name)

school district?" (Then check the appropriate column).

Step B.4 Ask: a. "Does the child have any learning problems or disabilities?"

b. "Is the child different in any way from other children?"

c. "Does the child have any mental, physical, or emotional problems or handicaps?"

Step B.5 If any of the above questions have been answered "Yes," ask "Has the child been diagnosed as handicapped?"

a. If "yes," ask "Who diagnosed your child and what is his/her handicap?"

1. Ask "What is the severity of the child's handicap: mild, moderate or severe?"

2. Ask "When was the date of your child's last evaluation?"

b. If the child has not been diagnosed as handicapped, say "Do you suspect your child is handicapped?"

1. If "No," say "That's my last question. Thank you for your time. If you have any questions about our school census, you can call our school district office. Again, thank you. You've been very helpful."

2. If "Yes," ask "What handicap do you think your child has?" Then say "The school district provides free evaluations. Would you like your child evaluated free by our local school district?"*

---

*Public Law 94-142 requires school districts to provide free evaluations to all children between birth and 21. Section 200.3 (d) of the State Education Law, however, exempts school districts from the responsibility of providing free evaluations to children under five.

2.1 If the answer is "Yes," say "All right, then please fill out the form at the bottom of this page (give Child Referral Form on the bottom of the School Census Form to parent or guardian). Our local school district will get in touch with you to arrange a time for an evaluation." When parent or guardian completes form, say, "Thank you for your time. You will hear from us soon. Good-bye."

2.2 If the answer is "No," say "All right, but I'd like you to know that every school-aged child has the right to a free public education. It's the law. If you have any questions about school programs available here in our district office, call our school district office. Here is the phone number (have a supply of these phone numbers typed on cards to distribute to families). Thank you for your time. I hope we hear from you soon."

Step B.6 If none of the questions to Step B.4 have been answered "yes", say "Thank you for your time. You've been very helpful."

CHART FOR CODING CHILDREN
LOCATED BY SCHOOL CENSUS

Report children by primary handicapping condition

District Code / /

		Mild	Moderate	Severe	Total
Trainable Mentally Retarded	0-2				
	3-4				
	5				
	6-20				
	21				
Educable Mentally Retarded	0-2				
	3-4				
	5				
	6-20				
	21				
Emotionally Disturbed	0-2				
	3-4				
	5				
	6-20				
	21				
Severely Speech Impaired	0-2				
	3-4				
	5				
	6-20				
	21				
Deaf	0-2				
	3-4				
	5				
	6-20				
	21				
Hard of Hearing	0-2				
	3-4				
	5				
	6-20				
	21				
Legally Blind	0-2				
	3-4				
	5				
	6-20				
	21				
Partially Sighted	0-2				
	3-4				
	5				
	6-20				
	21				
Physically Handicapped (Orthopedic)	0-2				
	3-4				
	5				
	6-20				
	21				
Physically Handicapped (Other)	0-2				
	3-4				
	5				
	6-20				
	21				
Multiply Handicapped	0-2				
	3-4				
	5				
	6-20				
	21				
Speech* Impaired	0-2				
	3-4				
	5				
	6-20				
	21				
Specific* Learning Disabled	0-2				
	3-4				
	5				
	6-20				
	21				
TOTAL					

*Not eligible for double apportionment aid under 200.6 of the Commissioner's Regulations but required to satisfy federal reporting specifications

NEW YORK STATE EDUCATION DEPARTMENT

DEFINITIONS OF HANDICAPPING CONDITIONS*

A handicapped child means a person under the age of twenty-one who is entitled to attend public schools pursuant to Section thirty-two hundred two of the Education Law and who, because of mental, physical, or emotional reasons, can receive appropriate educational opportunities from special services and programs to include, but not limited to, transportation, special classes, part-time programs, resource programs, alternate learning centers, home instruction and special teachers; State-operated or State-supported special schools or other special facilities; pupil personnel services; and/or those services, facilities or programs which can be obtained through contracts with boards of cooperative educational services, public school districts, approved nonpublic schools, or other agencies approved by the department.

(1) A mental reason means a condition which impairs or limits the child's intellectual functioning.

(2) A physical reason means a condition which includes orthopedic, visual, auditory, neurological and other medical or organic conditions which result in inability to benefit from the regular educational programs for non-handicapped children without some form of special services or programs.

(3) An emotional reason means a condition of psycho-social origin leading to behavior which interferes with the child's ability to adjust to and benefit from existing regular class programs.

(1) Educable mentally retarded--a child who on the basis of a comprehensive evaluation, such evaluation to include an individual psychological examination, is determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population, cannot profit from regular classroom instruction, but may be expected to profit from a special education program.

(2) Trainable mentally retarded--a child who on the basis of a comprehensive evaluation, such evaluation to include an individual psychological examination, is determined to possess general intellectual capacity that falls lower than three standard deviations below the mean of the general population, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from a special education program for the trainable.

(3) Hearing impaired--a child with a hearing handicap in the 40 and above decibel range (ISO) whose hearing loss precludes his functioning normally in a regular classroom situation without the supportive services of a resource program.

(4) Deaf--a child with a hearing handicap in excess of 80 decibels (ISO) in the better ear whose degree and type of hearing loss is so severe that spoken language cannot be acquired normally and whose receptive and expressive communication skills are so limited that additional supportive services are provided.

(5) A) Visually impaired--a legally blind child with the visual capacity of 20/200 or less in the better eye with the best correction, or a field of vision restricted to a 20 degree arc.

B) Partially sighted--a child whose visual acuity in the better eye with best correction ranges between 20/70 and 20/200, including those children who can still function capably with their residual vision and who have a medically indicated progressive visual loss, or a recurring serious medical eye problem affecting acuity and operable eye diseases.

(6) Emotionally disturbed--a child whose condition has been determined to be such by a school psychologist, a psychiatrist, or by an approved mental health clinic.

(7) Severely emotionally disturbed--a child whose emotional disturbance is so severe that the child is unable to relate to other children and may have an absence of speech, and in addition needs the support of clinical services. A severely emotionally disturbed child is one whose condition has been determined to be such by a school psychologist, a psychiatrist, or by an approved mental health clinic.

(8) Severely speech impaired--a child with unintelligible speech or inability to communicate verbally, who is provided daily instruction in regular or special classes by a certified teacher of the speech and hearing handicapped.

(9) Physically handicapped--a child who manifests a condition which includes orthopedic, neurological, and other medical conditions which result in inability to benefit from the regular educational programs for nonhandicapped children, without some form of special assistance.

(10) Severely crippled and health impaired--a child who must function in a physical environment specially designed, or who needs medication intervention and/or maintenance.

(11) Multiply handicapped--a child who, because of the multiplicity of his handicapping conditions, requires intervention by more than one certified specialist in the area of education of the handicapped. For purposes of this section, visually impaired children shall be included, but those children whose second handicap is solely in the area of speech shall not be included.

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* Amendment to the Regulations of the Commissioner of Education Pursuant to Section 207 and 4403 of the Education Law, January 3, 1977.

FEDERAL DEFINITIONS OF HANDICAPPING CONDITIONS*

"Handicapped children" means those children...who...need special education and related services.

(a) "Deaf" means a hearing impairment which is so severe that the child's hearing is non-functional for the purposes of educational performance.

(b) "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

(c) "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

(d) "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., fractures or burns which cause contractures, amputation, cerebral palsy, etc.).

(e) "Other health impaired" means limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

(f) "Seriously emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time

and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, or fears associated with personal or school problems. The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted but not emotionally disturbed.

(g) "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, of motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantages.

(h) "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

(i) "Visually handicapped" means a visual impairment which, after correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

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* Federal Register, 41, 252, Thursday, December 30, 1976, Part IV, Department of Health, Education, and Welfare, Office of Education, Education of Handicapped Children and Incentive Grants Program, Assistance to States.

PUBLIC AWARENESS

The Local Public-Awareness Campaign
Part 1: Organizing the Campaign

Distributing Child Find Messages

One of the most effective ways of locating handicapped children is through public awareness activities, including radio, television, newspaper, and other print materials.

Child Find coordinators* can develop a local Child Find public awareness campaign in several ways. Using public-relations skills discussed in this manual, school district personnel can foster favorable attitudes toward Child Find, explain the provisions of Public Law 94-142, generate publicity that will result in referrals of children for screening and evaluation, and disseminate Child Find materials to key locations throughout the school district.

* The "local Child Find coordinator" is whoever is in charge of day-to-day Child Find activities.

The Local Population

Before planning the local public-awareness campaign, the local Child Find coordinator should acquire thorough knowledge of the local population. This may seem unnecessary to the coordinator who has lived in the area for years, and certainly his impressions of the local population will serve him well. But more precise information about county populations in New York State is available from the Bureau of the Census as well as other resources. Local school districts should have available to them such data in the form of "County Profiles for Child Find Planning." A sample County Profile, describing Montgomery County, is attached (see page 51).

HOW TO PLAN THE LOCAL PUBLIC-AWARENESS CAMPAIGN

The Objective

The principle objective of the local public-awareness campaign is to deliver at least one Child Find message to every household in the area. If the school districts of Montgomery County consolidated their Child Find efforts, for example, the attached County Profile would suggest a minimal goal of delivering one Child Find message to each of the 20,300 individual households. The goal of 20,300 messages is minimal because inevitably some households would receive more than one message and others none.

Strategies of Distribution

Obviously it is important not only to distribute enough messages, but to distribute them in such a way as to reach the broadest possible spectrum of the population. At present there is no evaluation data

available to show which strategies are most effective in different types of communities. In order to make public-awareness planning easier in the future, the model offered here has an evaluation procedure built in. This is explained in the instructions to the Local Public-Awareness Campaign Report, page 37. Every effort must be made to assure that every response to a written Child Find message can be traced to its source. Brochures distributed through different organizations must be given distinguishing marks - such as an organization's own stamp. People responding by telephone should be asked where they saw or heard a Child Find message, and this information should be noted on the Child Find Telephone Response Record (Form attached, page 49).

The demographic data in the County Profiles suggest some ways to assure a broad distribution of Child Find messages. Large segments of the population such as ethnic or language groups, employment groups, and income groups can be targeted.

Use of the County Profile

The profile of Montgomery County, for example, reveals that of the County's 55,883 people, 16,402 have a mother tongue other than English - 29.4% compared to the statewide figure of 34.8%. Major ethnic groups representing this significant portion of the population should be enlisted in Child Find efforts. Italians, Poles and Germans are the largest groups in Montgomery County, and so their ethnic organizations are the most important ones to approach. (See "Montgomery County Organizations and Associations," page 53).

Employment figures on Montgomery County show that most county residents work in manufacturing, retail trade, and services. Major employers in these enterprises should be asked to include Child Find messages in their "house organs," newsletters, bulletin boards, etc., or to distribute brochures to employees.

Employment information, however, cannot help the Child Find coordinator reach all county residents. Data on family income distribution reveals that 13.3% of the county's families earn less than $5000 per year. Since low-income families are less likely to have jobs, and probably are less likely to have telephones and televisions, local Child Find coordinators should make a special effort to reach this group. One good way is to arrange for grocery stores, particularly those accepting food stamps, to stuff Child Find brochures into grocery bags.

Because the farm population is scattered, Child Find coordinators should also make special efforts to reach farm families. Some 4000 people in Montgomery County live on farms. The Child Find coordinator might enlist the support of agriculture organizations in reaching the farm population. He might also ask agricultural supply stores to distribute Child Find messages.

Organizational Sequence

It is now possible to sketch out a sequence for organizing the distribution of materials.

I. Compile a list of major area organizations in the following categories:

A. Organizations for the handicapped

B. Hospitals

C. Clinics and doctors' offices

D. Churches and religious organizations

E. Social service organizations

F. Ethnic organizat'ons

G. Major employers

H. Fraternal, vocational and professional organizations

I. Grocery Stores

J. Schools

K. Parent groups, ARC, SEPTA, etc.

L. Military Bases

M. Other

II. Write to all organizations on the list to ask their cooperation in Child Find. Enclose sample Child Find materials.

It is best to follow up form letters with telephone calls. Medical facilities will need only two types of public-awareness materials -- easel cards and brochures. All other organizations, except employers and churches, should receive the Public-Awareness Form Letter and Public-Awareness Resource Form (pages 48, 50). The letter to employers should differ slightly, substituting "employee" for "members," etc. Similar changes are necessary for churches.

These form letters ask organizations to include a Child Find message in their own publications. (Such messages are referred to in the Child Find Local Public-Awareness Campaign Report as "Private CF print messages.") This is an economical way to disseminate Child Find information, since it saves the cost of printing and paper. If the organizations lack

publications, they are asked to distribute brochures.

The Local Public-Awareness Campaign Planning Form

As the local Child Find coordinator begins to learn which organizations will help in the public-awareness campaign, he or she might find it helpful to use the Local Public-Awareness Campaign Planning Forms A and B (forms and instructions attached). These forms help plan the widest distribution of messages.

When plans are more complete, and certainly before the local campaign begins, the coordinator should abandon the Planning Forms in favor of the more detailed Local Public-Awareness Campaign Report. This report provides spaces for recording the sources of responses to the public-awareness campaign.

Distributing Materials

The distribution of materials calls for both organization and imagination. The imagination comes into play in choosing places for display of the materials where all segments of the population will see them. The organization involves getting volunteers to take the materials where they need to go.

Many different organizations and businesses have helped distribute Child Find information in different states. In at least one state, a chain of drive-in restaurants gave out brochures. You won't know which methods are most effective until you've tried them all and completed your report. Students, teachers, and community organizations can be enlisted as volunteers for distributing materials.

Evaluation

The Child Find Local Public-Awareness Campaign Report

This report provides spaces to list all organizations involved, to record the number of messages and materials distributed, and later to enter the number of responses received and to compute the Public-Awareness Campaign Effectiveness Ratio, or PACER. Use of this report form should keep the whole campaign well under the coordinator's control. It will also tell the coordinator what strategies are most cost effective for locating previously unknown handicapped children.

Full details are in the instructions accompanying the form.

CHILD FIND

LOCAL PUBLIC-AWARENESS CAMPAIGN REPORT

Page_____of____

AREA_____ Date_____

Child Find Coordinator's Name _____

KINDS OF PUBLIC AWARENESS MESSAGES

ORGANIZATIONS AND AGENCIES BY TYPE	1 Brochures	2 Responses	3 PACER	1 Brochures with Easel Cards	2 Responses	3 PACER	1 Grocery Bag Insert	2 Responses	3 PACER	1 Private CF Print Messages (circulation)	2 Responses	3 PACER	1 Posters	2 Responses	3 PACER	1 Telephone Calls	2 Responses	3 PACER	OVERALL ORGANIZATION PACER	

35

45

44

Child Find

Local Public-Awareness Campaign Report

Attachment

Organizations and Agencies are to be listed in the following order:

By Type

I. Organizations for the Handicapped

1.
2.
3.
Etc.
Subtotals for this type of organization

II. Hospitals

1.
2.
3.
Etc.
Subtotals

III. Clinics and Doctors' Offices

IV. Churches and Religious Organizations

V. Social Service Organizations

VI. Ethnic Organization

VII. Major Employers

VIII. Fraternal, Vocational and Professional Organizations

IX. Grocery Stores

X. The Schools (messages sent home with children)

XI. Other

Grand Totals

Instructions for the Child Find Local Public-Awareness Campaign Report

1. Organizations and Agencies

Attached to the Campaign Report is a list of separate categories in which to list, at the left of the Report, different types of organizations helping in Child Find public-awareness activities. It is important to keep cooperating organizations divided into these categories so that the effectiveness of each kind of organization can be evaluated. It would also be useful to attach a list, divided into these same categories, of organizations that choose not to participate.

It will be necessary to have a separate page or pages to accommodate the number of participating organizations in most categories.

2. Kinds of Public-Awareness Messages

The campaign report form is divided into six large vertical columns composed of three smaller columns each. Within each large column, the three smaller columns are labeled as follows:

(1) the name of the kind of message; e.g., "Brochures." In small column 1, enter the number of messages of the kind indicated that were distributed by the organization or agency named at the left.

(2) Responses: In small column 2, enter the number of responses attributed to the messages recorded in small column 1.

(3) PACER: This is a convenient acronym for the Public-Awareness Campaign Effectiveness Ratio, which is simply the ratio between the number of responses entered in small column 2 and the number of messages entered in small column 1.

The first two kinds of public-awareness messages listed are "Brochures" and "Brochures with easel cards." These are in separate categories in order to permit measurement of whether easel cards enhance the effectiveness of brochures. The other four kinds of messages are:

"Grocery bag inserts": Child Find messages put into grocery bags by supermarket checkers. Arrangements must be made with the manager of each store.

"Proofs and Mats": Child Find messages printed in publications limited in circulation to the membership of a publishing organization (e.g., newsletters, bulletins).

"Posters": Requires no comment other than this: posters should be placed only with the permission of the proprietor of site chosen.

"Telephone Calls": Calls made to homes by Child Find volunteers.

3. Attributing Responses

The Child Find Telephone Responses Record requires the person taking a call to ask the caller about the kind and source of message that elicited the call. The Telephone Responses Record also provides

a space for checkmarks indicating that the call has been tallied on the Local Public-Awareness Campaign Report.

Response blanks in print messages, such as newspaper announcements and brochures, should be stamped or marked before distribution in order to make certain that they can be traced to the organization or agency responsible. Responses to local print messages should be tallied on the Local Public-Awareness Campaign Report. Responses to Child Find messages arranged in newspapers or on television or radio as part of any statewide campaign must be tallied on the Report of Local Responses to the Statewide Public-Awareness Campaign. This is true whether the response is in writing or by telephone.

4. PACER: The Public-Awareness Campaign Effectiveness Ratio

The purpose of attributing responses to exact sources is, of course, to make possible the evaluation of each discrete public-awareness strategy. This will enable local Child Find coordinators to identify both effective and ineffective strategies. The next time Child Find is conducted, coordinators will be able to adopt strategies proved effective in their own areas.

The basic concept used for these evaluations will be the Public-Awareness Campaign Effectiveness Ratio, or PACER.

$$\text{PACER} = \frac{\text{number of responses to kind of message}}{\text{number of messages of that kind distributed by given organizations or technique}}$$

The use of PACER in the Local Public-Awareness Campaign Report provides for evaluation of:

i) the effectiveness of each kind of public-awareness message as used by each organization that distributes it;

ii) the overall effectiveness of each kind of public-awareness message as used by all organizations taken collectively;

iii) the overall effectiveness of each organization in its use of all kinds of public-awareness messages combined;

$$\text{Overall Organization PACER} = \frac{\text{total responses to messages of individual organizations}}{\text{total messages distributed by organization}}$$

iv) the effectiveness of each type of organization using each kind of public-aware message. This requires computing subtotals of messages and responses for each of the types of organizations participating, and

v) the effectiveness of the entire local public-awareness campaign in each locality in the State. This will permit the State Education Department to compare the effectiveness of campaigns in different localities.

LOCAL PUBLIC-AWARENESS CAMPAIGN PLANNING FORM A:

POPULATION-COVERAGE CONTROL Area_____

Coordinator_____

Population Subgroup	Estimated Households	Messages Arranged: Brochures	Brochures w/ Easel Cards	Grocery Bag Inserts	Posters	Private CF Print Messages	Telephone Calls	Total Messages to Group	
I. Low-Income									
II. Farm									
III. Major Ethnic Groups									
1.									
2.									
3.									
4.									
5.									
IV. Major Employee Groups (by employer or union)									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
V. Other									
VI. TOTALS: ALL SUBGROUPS									
VII. TOTAL AREA HOUSEHOLDS		TOTAL ALL OTHER CHILD FIND MESSAGES							
VIII.		TOTAL ALL MESSAGES							

IX. $\frac{\text{TOTAL ALL MESSAGES}}{\text{TOTAL AREA HOUSEHOLDS}}$ =

LOCAL PUBLIC-AWARENESS CAMPAIGN PLANNING FORM B:

MATERIALS CONTROL

School District or BOCES_____

Child Find Coordinator_____

I. Brochures

Distributing Organization or Agency	Target Population	Form as PCC	Number Remaining	*Other Messages Arranged*

INSTRUCTIONS FOR LOCAL PUBLIC-AWARENESS CAMPAIGN PLANNING FORMS A AND B

These forms are designed to assure careful planning of local public-awareness activities. Form A (Population Coverage Control) emphasizes measures taken to reach specific subgroups of the population. Form B (Materials Control) enables the local Child Find coordinator to keep track of the amount of materials distributed and the amount remaining.

FORM A

Estimated Households: This column calls for an estimate of the number of households represented by each population subgroup listed at the left. Methods for making these estimates are as follows:

For low-income group

From the County Profile, take the percentage of families earning less than $5,000 per year and multiply times the total county population. Divide the product by 2.8 (the average number of persons per household in New York State). Thus,

$$\frac{\text{(Total population)} \times \text{(\% below poverty line)}}{2.8} = \text{estimated number of households}$$

For farm population and ethnic groups

Take the population of each group from the County Profile. Divide this number by 2.8 (as above).

For employee groups

Find out the size of the work force from company or union officials (much of this data will be available from the County Profiles). Since it is reasonable to assume that only one person from each area household works for any given employer, the number of households is the same as the number of employees.

Messages Arranged

These six columns provide space for recording the number of messages for which delivery has been arranged to the population subgroup listed at the left. These six kinds of messages are: brochures, brochures with easel cards, grocery bag inserts, posters, private CF print messages (Child Find messages and response blanks printed in private publications such as company bulletins, organization newsletters, etc.), and telephone calls made by Child Find volunteers.

At the bottom of the page, space is provided for entering the sum of all messages arranged to specially targeted population subgroups (line VI).

Line VII calls for the total area households from the County Profile, and the total number of all other Child Find messages not distributed to any specially targeted group.

Line VIII calls for the sum of Line VI and the total all other Child Find messages from line VII.

Line IX shows the ratio between the number of messages distributed and the number of area households.

FORM B

One page of Form B should be used for each of the following kinds of public-awareness materials: brochures, brochures with easel cards, grocery bag inserts, posters, and proofs and mats for newsletters, bulletins, etc.

When the local Child Find coordinator gives materials to an organization or agency for distribution, the coordinator lists the

organization at the left of the form and indicates the organization's target population (whether "general" or "low-income" or whatever) in the column headed "target population."

The next column, headed PCC, calls for a checkmark when the Child Find coordinator enters this population data on Form A (Population Coverage Control).

The next column calls for the number of this kind of material distributed to the group listed at left.

The first entry in the "Number Distributed" column will always be zero. The first entry in the "Number Remaining" column will always be the total number of materials available of a given type. Subsequent entries in the "Number Remaining" column, by subtraction from the previous entry, always reflect the supply remaining.

The last column, "Other Messages Arranged," is set aside for notes on such noncontrolled messages as telephone calls and private Child Find print messages that are to be distributed through the agency or organization listed at the left.

Public Awareness Form Letter

Dear_____,

I am writing to ask your cooperation in an important campaign to locate all handicapped children in our area who are not receiving the educational services they need. Studies indicate that many handicapped children are not in school. Sometimes their parents don't realize that new educational techniques can help their handicapped children achieve their full potential. But most often, handicapped children are out of school because their parents believe that they themselves still have to pay the prohibitive costs of special education.

Fortunately, the Education for All Handicapped Children Act of 1975 (Public Law 94-142) now guarantees all handicapped children the right to a free, appropriate public education, regardless of the severity of the handicap. You can help us tell this good news to the members of your organization so that any parents of handicapped children can bring their children to the attention of the schools. Even though not all school districts in New York State have jurisdiction over children below the age of five, we are very interested in identifying and evaluating preschool handicapped children. We can refer them to available services, and we can prepare programs for their education when they reach school age.

If your organization publishes a newsletter, bulletin or circular, we hope that you will include a message in one issue urging parents to tell us about their handicapped children. A sample message is enclosed. By printing such a message, you may help handicapped children to develop to their fullest through their participation in one of our public school programs.

If your organization does not issue a publication, we hope that you will help us distribute brochures to your members. We also encourage you to ask some of your members to volunteer a few hours to help in this campaign to identify unserved handicapped children.

The Child Find Public Awareness Resource Form, enclosed, will help us to determine how many people could receive our message through you. We would appreciate your filling it out and returning it at your earliest convenience.

Thank you for your cooperation.

Sincerely,

Child Find Coordinator

encl.

CHILD FIND PUBLIC AWARENESS RESOURCE FORM
(For enclosure in Public Awareness Form Letter)

Name of organization_____

Address_____

_____

Telephone number_____ Size of membership_____

Do you issue a publication?_____ Circulation size_____

Are you willing to publish a Child Find message? _____

Are you willing to distribute Child Find brochures?_____

Person completing this form_____
(name)

_____
(title)

If any of your members can help with the Child Find campaign in our community, please list them below.

Name	Telephone	Most convenient Days and Hours

CHILD FIND TELEPHONE RESPONSE RECORD

Date_____

Child's Name_____ Date of Birth_____

Parent's Name_____ Telephone No._____

Address_____ Zip Code_____

Suspected Handicap_____

Source of Call

T.V. spot _____

Radio spot _____

Newspaper ad _____

Car card _____

Envelope insert_____

Brochure from _____

Grocery insert from _____

Newsletter, bulletin or house organ of _____

Poster at _____

Easel card at _____

Telephone call from Child Find volunteer _____

Caller referred to_____ Initials of person taking call_____

Message tallied for Statewide or Local Public Awareness Campaign Report

_____

Child Find Report of

Local Responses

to the Statewide Public Awareness Campaign

Area _____

Child Find Coordinator _____

Date _____

Medium	Number of Responses
T.V. spots	
Radio spots	
Newspaper ads	
Envelope inserts	
Car cards	
Posters	
Brochures	
Brochures with Easel Cards	
Organization newsletter	
Employer newsletter	
Other (Specify)	

COUNTY PROFILE FOR PLANNING CHILD FIND ACTIVITIES:

MONTGOMERY COUNTY

I.	Demography	
	A. Total population	55,883
	B. Total county households	20,300
	C. Total "foreign stock"	16,795
	1. Native of native parentage	39,088
	2. Native of foreign or mixed parentage	12,904
	3. Foreign born	3,891
	D. Ethnic breakdown	
	1. United Kingdom	1,128
	2. Ireland	580
	3. Sweden	68
	4. Germany	1,588
	5. Poland	4,498
	6. Czechoslovakia	163
	7. Austria	310
	8. Hungary	18
	9. USSR	471
	10. Italy	4,374
	11. Canada	788
	12. Cuba	48
	13. Puerto Rico	286

E. Language breakdown

1. Total whose mother tongue not English	16,402
2. French	458
3. German	1,413
4. Spanish	549
5. Other (mainly Polish and Italian)	13,982
F. Farm population	4,000

II. Economy

A. Family income distribution	%
0000-2999	6.9
3000-4999	6.4
5000-7999	15.6
8000-9999	12.8
10,000-14,999	28.6
15,000-	29.7

B. Employment	Employees
Agricultural services	38
Mining	not available
Construction	308
Manufacturing	8,309
Transportation and utilities	664
Wholesale trade	807
Retail trade	2,104
Finance, insurance, real estate and banking	473
Services	1,812
Total	14,553

MONTGOMERY COUNTY: ORGANIZATIONS AND ASSOCIATIONS

A. Organizations for the handicapped*

1. National Multiple Sclerosis Society

   Central New York Chapter (Utica) or

   Capital District Chapter (Albany)

2. National Society for Autistic Children

   Capital District Chapter (Scotia)

3. New York Association for Brain Injured Children

   Capital District Chapter (Schenectady)

4. Mohawk Valley Learning Disabilities Association (New Hartford)

5. Montgomery County Association for Retarded Children (Amsterdam)

6. Epilepsy Foundation of America

   Hudson-Mohawk Chapter (Albany)

7. Central Mohawk Valley Cerebral Palsy Association (Amsterdam)

   *Note that only two of these organizations are actually located in Montgomery County

B. Other social service organizations

1. United Way

C. Volunteer programs

1. Fulton-Montgomery Community College Student Volunteer Program

D. Ethnic organizations*

1. Polish National Alliance, 1 Reid, Amsterdam

2. Polish National League, 54 Van Der Veer, Amsterdam

3. Ukranian American Citizens' Club, 3 Teler, Amsterdam

4. American Lithuanian Club, 17 Liberty, Amsterdam

5. Spanish-American Club, 41 Market, Amsterdam

6. Irish-American Club, 16 Shuler, Amsterdam

7. United Synagogue Youth Tzafon Region, Amsterdam

*Note: need to identify German and Italian associations.

E. Religious organizations: 27 churches in Amsterdam, Fort Plain, and Canajoharie

F. Fraternal and other organizations

1. Elks BPO No. 101 Lodge, 35 E. Main, Amsterdam

2. Masonic Temple, 34 Division, Amsterdam

3. Knights of Columbus

MASS COMMUNICATIONS IN MONTGOMERY COUNTY

A. Television*

1.	Total county households	20,300
2.	TV households	19,600
3.	TV percentage	96%
4.	TV stations	viewing share
	a. WRGB Schenectady	39%
	b. WTEN Albany	28%
	c. WAST Albany	14%
	d. WOR New York	2%
	e. WPIX New York	3%
	f. WKTV Utica	10%
	g. WMHT Schenectady	2%
5.	Total weekly circulation, all stations combined:	97%

B. Radio: Arbitron figures on Montgomery, Schenectady, Saratoga, Albany, and Rensselaer Counties**

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*Arbitron Television 1974 County Coverage, The Arbitron Company, N.Y., N.Y.
**Talo Report - Arbitron Radio, Oct/Nov 1976, The Arbitron Company, N.Y., N.Y.

1. Radio households (percent) — nearly 100%

2. Radio stations — person-share of listeners (adults)

a.	WABY Albany	1.0%
b.	WCSS Amsterdam	1.7%
c.	WCSS-FM Amsterdam	0.2%
d.	WFLY Troy	2.0%
e.	WGFM Schenectady	10.4%
f.	WGNA Albany	3.2%
g.	WHRL Albany	0.3%
h.	WHSH Albany	4.9%
i.	WGY Schenectady	13.1%
j.	WKAJ Saratoga Springs	0.6%
k.	WKOL Amsterdam	1.8%
l.	WOKO Albany	4.6%
m.	WPTR Albany	6.7%
n.	WQBK Rensselaer	4.4%
o.	WQBK-FM Rensselaer	2.7%
p.	WROW Albany	4.2%
q.	WTRY Troy	7.9%
r.	WWOM Albany	3.3%
s.	WWWD Schenectady	0.4%
t.	WWSC Glens Falls	0.3%
u.	WWSC-FM Glens Falls	0.1%

C. Newspapers

1. Total county circulation

daily	Sunday
21,467	12,309

2. Newspapers

		daily	%	Sunday	%
a.	Albany Times-Union Knick NS-US	742	3.6%	3,762	18.1%
b.	Amsterdam Recorder and Democrat	12,253	58.9%		
c.	Gloversville Leader-Herald	817	3.9%		
d.	Little Falls Times	1,221	3.9%		
e.	New York Daily News	2,607	12.5%	6,394	30.7%
f.	New York Times	232	1.1%	653	3.1%
g.	Schenectady Gazette	3,303	15.9%		
h.	Syracuse Herald-Journal, Post-Standard			852	4.1%
i.	Utica Press, Observer Dispatch	292	1.4%	648	3.1%

Notes on communications in Montgomery County:

100% of the television viewed in the county originate elsewhere
96.3% of the radio heard in the county originate elsewhere
41.1% of the newspapers read in the county originate elsewhere

Planning implications: Because of overlapping telecast, broadcast, and newspaper distribution, a statewide public awareness campaign would be best.

The Local Public-Awareness Campaign:

Part 2: Publicizing Child Find

Some Ideas for Child Find Publicity

1. Ask local newspapers and radio and television stations to run a human-interest story about a successful handicapped person in your area (with the person's permission). Emphasize the importance of special education in helping the handicapped person overcome difficulties, and the importance of Child Find in bringing handicapped children into the educational system.
2. Arrange for your school superintendent or his designee to be interviewed by local newspaper, radio or television reporters to explain the school district's role in Child Find, and the purpose of Public Law 94-142.
3. Tie in Child Find stories with milestones in special education in your area. When was the first special education program begun? The first BOCES or ASEIMC? Give historical background in order to put recent progress into perspective.
4. Suggest to the local press that they do a story on all the organizations cooperating in local Child Find activities.
5. Make sure that all of the staff and faculty of your school district know about Child Find and its background. Let them know about the

progress of Child Find as it happens. They can spread the word in the community.

6. Arrange for newspaper, television or radio reporters to interview the director of special education in your local district or BOCES about Child Find and about the kinds of help the schools can provide to children with various handicapping conditions.

Following is more specific information about working with newspapers, radio and television, and about speaking presentations. Material has been adapted by permission from:

How to Conduct a One-Day Publicity Workshop, 1970, Public Relations Society of America. Material from this book is identified as "from PRSA."

A Guide to a Well-Organized Community Awareness Campaign (Draft), April 1976, by Joan E. Gipple and Margo S. Kotulak of Project CONNECT, 1-A North Progress Avenue, Harrisburg, Pa. 17109. Materials from this book are identified "from Gipple and Kotulak."

SPEAKING PRESENTATIONS

1. You will find many opportunities to schedule speaking engagements before community groups, especially when you are promoting an innovative program in an innovative way and make your contacts far in advance of the time period you prefer. Some organizations, including PTA's, make up their speakers' schedule as much as a year in advance, as early as May or June of each year. Suggested areas for speakers are: medical and dental societies, Welcome Wagon meetings, Federated Women's Clubs, AAUW, League of Women Voters groups, National Council of Jewish Women, Men's service clubs (usually meet weekly and do not schedule so far in advance), Rotary, Kiwanis, Lions (serve blind children), Sertoma, JayCees (especially interested in retarded children), Optimists (athletic competitions), etc., Women's Service Club, Altrusa, American Association of Business Women, La Sertoma (all these schedule programs for the entire year at the beginning of the year), union locals, church groups, community agency staff and board presentations, monthly meetings of Associations for Retarded Citizens and similar groups, school assemblies, class presentations, and in-service presentations.

2. According to the overworked quotation,"Brevity is the soul of wit," and this statement certainly applies to presentations before groups of busy people. The ideal presentation is 15 or 20 minutes and should be no longer than half an hour. Always allow time for questions from the audience; always leave an interested audience.

3. When you prepare your presentation, keep in mind the type of audience you are addressing. Certainly you would not use the same approach when speaking to an association of psychologists that you would to a union local. When you are addressing your professional peers, of course you would use the terms and language with which you are familiar. With laymen, simplify. Start out with a strong opening statement; make several important points; expand and develop the points; use anecdotes to make the talk more interesting; summarize with a strong statement - all in 20 minutes or less.

4. It takes an extremely skilled person to read a prepared text verbatim and still hold the attention of the audience. Be completely prepared, however; nothing is so discouraging as the mumbler who obviously did no research on his topic and reaches desperately for things to say. A happy medium is best. Organize your talk well under topics. Jot down the topics on large index cards that fit easily into your hand and include notes on the important points you would like to make. It is easy to refer unobtrusively to your notes while addressing your audience.

From Gipple and Kotulak

5. Audio-visual aids add a great deal of interest to any speaking engagement. Most groups are bored with run-of-the-mill speakers and gladly welcome a change of pace. At times you will be asked merely to introduce a slide or film presentation and sum up following this presentation. Many organizations are especially enticed by films and many good ones are available on services for handicapped children. Check your local resource center. Other speakers use large flip charts with drawings and statistics to illustrate their talks. The overhead projector is also interesting if done well.... You can even ad-lib along as you show slides, if you have had experience in doing this. There is an appealing spontaneity about this, provided you are able to pace yourself well.

6. When you do use audio-visual aids, you must take special precautions. Nothing is so frustrating and embarrassing as equipment that does not function properly. If you are using a film or slide projector yourself, be sure to check and see that it is functioning properly before you set out. Always take along an extra bulb and an extension cord, just to be safe.

   If the organization has promised to supply equipment for you, be sure to check with the program chairman the day of the presentation to see that this has been done. Arrive at the meeting place at least 20 minutes before your scheduled presentation, so you can check everything out: microphones, podium, locations of electrical outlets, size of room. It always upsets the self-confidence of a speaker when an organization representative must scurry around trying to find an electrician or maintenance man to fix malfunctioning equipment. If you are nervous about using equipment at the same time you're making a speech (and many persons are) bring along an "expert" to operate projectors, take care of lights, handle details. It will help your peace of mind and help insure a smooth presentation.

7. Once in a while, you will encounter a heckler, perhaps an emotional parent who does not think his child has received the proper services. Don't let this person upset you or throw you off the track of your topic. When this happens, keep cool, be diplomatic, not defensive, take his name and address, tell him you will look into the situation and get back to him - then do it. It's important to him and to you and to your entire project.

From Gipple and Kotulak

TIPS FOR BETTER WRITING

The following reminders are designed to make your written communications clearly understandable to your reader:

1. Know What is to be Communicated: Know that you want to say something precisely about a subject. Question the pertinence of other ideas, topics and material and make deletions if necessary.

2. Think About Your Language: Serious subjects merit serious language. Manners and literary style should be appropriate to the occasion. Know and maintain the tone of the communications.

3. Be Conservative: Avoid adjectives and adverbs that do not contribute to the communication of exact meaning. Avoid over-worded intensives such as colossal, wonderful and fantastic.

4. Get to the Point: Don't be pretentious about your subject. If background information is necessary, keep it at a minimum and introduce it after your reader knows why you are providing it.

5. Use Proper Diction: Choose the most effective or appropriate words possible to carry out the communication. Vocabulary usage is a very important element in obtaining a clear understanding of the communication.

6. Be Natural: Use phrases, sentence patterns and vocabulary that seem natural to you, the subject and any other people involved in the communication.

7. Be Readable: Keep your sentences short (17 words or less) and use simple, straightforward words as much as possible. Keep your paragraphs brief and maintain an easy-to-follow flow of thought in them.

8. Be sure to indicate the release date of the story. This appears in the upper right-hand corner and may be written:

   FOR RELEASE ON JANUARY 1 - or

   FOR RELEASE ON OR AFTER JAN. 1 - or

   FOR IMMEDIATE RELEASE

   Include the date the release was actually written at the bottom of the page.

9. Take photographs of your events whenever possible. You'll find that by keeping your editors informed in advance, they may assign photographers. When assisting a photographer, be knowledgeable about the specific activities going on at your event and guide him to areas where the greatest photo potentials are.

10. All photos must be properly captioned--everyone in the photo must be identified.

    A. Be sure to include in parentheses--(left to right) - the order in which the persons appear on the photograph. Photo identification should also include addresses and organizational affiliations.

    B. The photo caption is glued or taped to the photo so that they will not be separated. A photo without a caption is of no use to anyone.

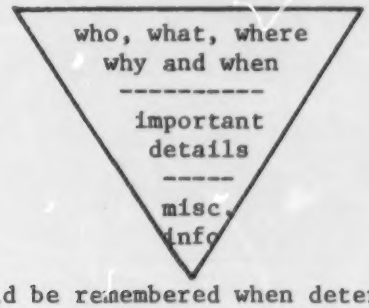
11. Refrain from putting too many people in your photographs; usually one or two key people is best.

12. Stay away from sterotyped, "passing the gavel" photographs; use your imagination to come up with interesting and unusual formats. You should let the photographer or reporter plan the picture.

From PRSA

WRITING THE NEWS RELEASE

1. After it has been determined that you have a story important enough to be put into news release form for dissemination to the news media, find out if your media wishes to write it or if you are to do it. If you are going to write it, the following drawing of an inverted pyramid is helpful in remembering the correct procedure of news content.



2. Five points should be remembered when determining the priority of information in a news release. These elements should be included in the first paragraph if possible. They are: who, what, where, when, why (sometimes) and how (a possible sixth point).

3. The first paragraph of a news release is called the "lead" paragraph and is designed to capture and hold the attention of the reader (and editor). Each preceding paragraph should be written in the order of declining importance, as is illustrated by the shape of the inverted pyramid.

4. There are other methods of writing a news release than using the inverted pyramid style, but generally, most news releases do adhere to this method. News release content should be stated as succinctly and to-the-point as possible.

5. Include in the first reference to a person his first name, middle initial and last name, or the first and last name, or the first two initials and last name. Follow the preference of the person(s) involved in the story.

6. Type your story on 8 1/2 x 11 white bond, double spaced, using one side of the paper. If your story takes more than one page, end the first with a complete paragraph and write "MORE" at the botton of the page. Indicate the end of the story by writing "###."

7. Write your name, address and telephone number at the upper left-hand corner of the page. Then if the editor wants more information, he can get in touch with you.

SAMPLE RELEASE FOR COORDINATORS

School
Address
City, Zip
Child Find Coordinator_____
Tel. ( )

Date
FOR IMMEDIATE RELEASE
EXCLUSIVE IN YOUR AREA

Town, N.Y. -- Child Find coordinator,_____(name)_____

_____(title)_____, represented her/his school district in a Child Find workshop held in Sanborn, N.Y. recently. Child Find is a statewide campaign planned by the State Education Department to locate all the handicapped children who are not now in school.

The workshop on The Role of Public Awareness in Child Find Efforts, was one of several being held to inform educator/coordinators how they can be of help in the Child Find drive, which begins this___(month)_____.

Coordinator_____, of __(home town)_____, will be working to tell people that handicapped children are now entitled to special, free education by law and that school districts will soon hold free screenings to test the development of children who might have a handicapping condition--either physical, mental or emotional.

Ms./Mr._____, says there are more than eight million handicapped children in the U.S. today and that more than half of these children do not receive appropriate educational services.

Those who know of a handicapped child can call Ms./Mr._____

_____, at the __(school district)__, ( ) tel.

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SAMPLE NEWS RELEASE

Blue Valley Central School
200 Blue Street
Blue Valley, N.Y. 19876
Child Find Coordinator: Jane Brown
(xxx) xxx-xxxx

March 15, 1977
FOR IMMEDIATE RELEASE

Blue Valley, NY -- Many parents are unaware that their handicapped children are now entitled to free special education. (person), (title), announces that the Blue Valley Central School will offer free screening tests to children and young adults (newborn to 21 years of age) to determine whether they may need special educational help for any physical, mental or emotional reason that handicaps them.

Appointments for free screenings and educational evaluations in the Blue Valley School District can be made by calling (xxx) xxx-xxxx, from 9 to 5 p.m. during the week. Screenings are completed in less than an hour.

The evaluations are part of "Child Find," a state-wide project initiated with the help of the N.Y. State Education Department under the direction of Dr. Bernice Kipfer, Assistant Commissioner.

The goal of Child Find is to locate and identify every child in New York State that has a handicapping condition. "Out of an estimated eight million handicapped children in this country, less than 40 percent are receiving an appropriate education," says_____. The Child Find public awareness campaign will help these children get the education they are entitled to by law."

Among the handicapping conditions described by the U.S. Bureau of Education for the Handicapped, a handicapped child may be crippled and health impaired, who has to function in a specially designed physical environment; an emotionally disturbed child who is unable to relate to other children; a trainable or educable mentally retarded child; or a visually impaired; hearing impaired or speech impaired child.

Child Find Screenings for Free

Public education programs to help such children can include alternate learning centers, appropriate specialists, home instruction, special classes or even surrogate parents.

_____ urges parents to take advantage of the screening since results of the tests can be used to help their children adjust to school life.

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SAMPLE MEMO RELEASE

Blue Valley Central School
200 Blue Street
Blue Valley, N.Y. 19876
Child Find Coordinator: Jane Brown
(xxx) xxx-xxxx

March 15, 1977
FOR IMMEDIATE RELEASE

MEMO TO CITY EDITOR

EVENT:	Film and lecture on Child Find
DATE/TIME:	Wednesday, April 10, 1977, 8 p.m.
LOCATION:	Blue Valley Central School 200 Blue Street, Blue Valley, N.Y. 19876
PROGRAM:	Jane Brown, coordinator of Blue Valley Child Find, will discuss different handicapping problems in children.
ATTENDING:	Invited guests include John B. James, president of Blue Valley Bank, head of the Elks' Child Find Search Program.

Working with Newspapers

1. Arrange a convenient time to hand deliver your first news release to an editor, but don't take up the editor's time by insisting on meeting him every time.
2. Be fair to all local news media. If you give a story to one media outlet, give it to all.
3. Do not ask editors to run stories as a favor to you.
4. If you promise a story by a certain time, deliver it by that time.
5. If an editor calls with further questions about a story or news release, give quick and complete answers.
6. Don't call the editor to complain if he doesn't use your story or doesn't use all of it. The editor may have limited space or missing deadlines to contend with.
7. If an error appears in a story, call and ask for publication of a correction.

Adapted from PRSA

SUBURBAN, RURAL AREA WEEKLY PAPERS AND SHOPPING GUIDES

from Gipple and Kotulak

These small publications are highly individualistic and each has its own character. Often the editor is a creative soul who has escaped the hustle and bustle of the city room in order to have his own publication which he can operate the way he wishes. You may not always agree with his sense of news but you can admire his fortitude.

1. Again, be sure to find out exactly what kind of stories he can use. If you really intrigue his creative sense, he may be willing to write a feature story with a large spread of pictures. And sometimes these enterprising people take the photos themselves. Usually, however, they do not have their own staff photographers and will with delight accept the photos you have to offer. Since most of these papers are now printed by the offset process they can use good black and white snapshots or Polaroids. Check first, though, to find out whether or not they will actually use your pictures.

2. These papers are often reluctant to use a general release - unless the item means something to their specific community. It is best, therefore, to tailor items specifically to the area and tie in area residents. Feature program participants from this particular community in your release and have local residents, by name, announce details of your project. Service reports on particular areas, featuring statistics (condensed, of course) are relished by these papers.

3. Deadlines for weekly papers are much more stringent than those for dailies - sometimes as far as a week before publication date. Thus, it is especially important to plan ahead.

4. Be sure to make your releases short - not more than a page unless the story is something unusual, or you get the permission of the editor. Ah, but herein lies special satisfaction for the creative individual; community newspapers often print your releases verbatim. When they cut, though, they also cut from the bottom, so get the important facts at the beginning, please.

5. With all their idiosyncracies, these papers are widely read by local people. It pays to send materials to them regularly and give them the information they like.

GUIDELINES IN WRITING NEWS RELEASES FOR RADIO

1. MAKE IT SPARKLE

When preparing a news story don't ignore the word "sparkle." A good news presentation must have plenty of sparkle. If dull a listener may turn to another station. Each item in a newscast should be short. This permits more items in a newscast, making possible the variety that listeners like. A news story should not contain too many ideas.

2. THE SIMPLER THE SENTENCE CONSTRUCTION THE BETTER

When writing for the ear it is essential to remember that the mind of the average listener is on things other than the news. The newscast may get only 10% of the listeners attention. The simplest construction for the ear to make is: Subject, Verb, Object-Example: "The boy hit the dog." When the sentence begins with the subject, the ear subconsciously listens for the verb (The boy did WHAT). When the verb comes, the ear and mind are ready for the object. (The boy hit WHOM). After the object has been given, a secondary fact can be added (...after his mother told him not to). If the adverbial phrase is put first, as sometimes happens in writing for the eyes, it becomes difficult for the ear and mind to follow the thought. (Although his mother told him not to, the boy hit the dog).

3. SHORT BUT NOT CHOPPY

When writing for radio treat words as if they cost $10 a piece. Sentences, as a general rule, should be kept short. However, it must be balanced with some medium and long sentences. All short sentences can be annoying.

4. PRONOUNS ARE DYNAMITE

Avoid pronouns, they are dangerous. Repeat the name or the title of the person as often as necessary. There are always people just tuning in who have no idea whom you mean by "he" or "she." When writing for the eye it would be acceptable to say, "After I finish this address, I am taking a plane for Texas, the President announced at his News Conference." This would be bad broad-casting. Always put who said it before the quotation, "At today's News Conference, the President announced...."

5. SAVE THE SUPERLATIVES

Adjectives should be used sparingly; adverbs even more so. It's enough to say a woman is BEAUTIFUL. It is not necessary to say VERY, VERY BEAUTIFUL.

6. AVOID FIGURES WHERE POSSIBLE

It's impossible to avoid all figures in news broadcasts, because often the figures are the essential element of the story. But they should be avoided whenever possible, because the ear is not nearly as good as the eye in conducting figures to the brain.

7. NO CLICHES, PLEASE

Avoid bromides, cliches, stereotypes, trite expressions, hackneyed English. The complaint against cliches is not that it is a bad figure of speech, but just the opposite. It may have been so good and was therefore used so much that it becomes worn out through overuse. Common cliches include: "pretty as a picture," "as fat as a pig," "as stubborn as a mule" or "as cool as a cucumber."

from PRSA and WROK
Rockford, Illinois

SAMPLE COMMUNITY SERVICE ANNOUNCEMENT (RADIO)

Blue Valley Central School
200 Blue Street
Blue Valley, New York 19876
Child Find Coordinator: Jane Brown
(xxx) xxx-xxxx

March 15, 1977
FOR BROADCAST AT WILL

PUBLIC SERVICE ANNOUNCEMENT

30 seconds

A Child Find campaign is being launched in New York State to locate every handicapped child of school age who is not now in school. By law, every child with a handicapping condition--mental, physical or emotional--has the right to free special educational help. Free screenings are now being given by the Blue Valley Central School in Blue Valley. Parents can have their children's development checked in less than an hour. For free tests call Child Find, xxx-xxxx.

20 seconds

If you think your child has a handicapping problem--physical, mental or emotional--Child Find wants you to know that special education can help. Special education is now free by law. You can also have your child's development checked free, at the Blue Valley Central School in Blue Valley. Call xxx-xxxx for information.

10 seconds

A handicapped child can get special, free education. Call Child Find at the Blue Valley Central School for free screening and referral, xxx-xxxx.

SAMPLE COMMUNITY SERVICE ANNOUNCEMENT
(T. V.)

Blue Valley Central School
200 Blue Street
Blue Valley, New York 19876
Child Find Coordinator: Jane Brown
(xxx) xxx-xxxx

March 15, 1977
FOR BROADCAST AT WILL

COMMUNITY SERVICE ANNOUNCEMENT -- 20 seconds

Video	Audio
	Handicapped children can now get special,
Child Find Poster	free education. Blue Valley Central
	School in Blue Valley is offering free
	screening tests so parents can have
	their child's development checked for
	physical, mental or emotional handicapping
Logo and phone numbers	conditions. Call Child Find (xxx) xxx-xxxx.

THE ON-THE-AIR INTERVIEW

1. You will find quite a few possibilities for interviews offered as a free public service by radio and television stations ranging from a short five minute presentation to a half-hour production. Participants may range from a single individual to three or four, depending on station facilities. Those who appear should be confident persons who do not collapse at the sight of a microphone or television camera -and they should have pleasant voices and articulate delivery.

2. Stations sometimes have a long waiting list for these presentations; thus it is important that a timely subject be scheduled well in advance. Be sure to choose an interesting program theme and develop it in an interesting manner. The interviewer will probably want an outline of your program and a list of suggested questions in advance-but come completely prepared; the person does not always stick to your suggestions and may surprise you with an entirely unexpected question. Thus, your people must be able to think and respond quickly. Some interviewers sit down with their people before airtime and discuss the topic in general and ask what you would like covered; others go on the air "cold" because they're looking for "spontaneity." It is good for those interviewed on radio to have cards with them, outlining important facts to remember; however, they should never read their presentations.

3. Television interviewees cannot have this crutch. It is more difficult to appear at ease under hot lights and the staring red eye of the camera, but if you search well enough, you'll find a TV "natural." Run-of-the-mill "talking head" shows on television are often extremely dull. This is one reason why it is so important to have dynamic persons who will respond well to questioning - but not too well. Answers should be the point; avoid the rambler who gets off into an entirely different topic. Time is at a premium and he may cause you to run overtime and miss some extremely important points.

4. Since television is a visual medium, what would be more natural than visual aids? Posters, simple charts that back up your presentation, slides that can be projected to point out important parts of your program, and sometimes film that the station shoots to accompany portions of the presentation are all aids to help you tell your story to the public-at-large via a medium with an exciting impact.

5. Television appearances require a few basic rules of dress. The taboo of the white shirt is now a myth with the advent of color TV. But suits or dresses of soft, medium colors or pastels are best. Sharply contrasting patterns and colors, noisy bracelets, sparkling or highly polished jewelry are very bad. Women should wear only light make-up and should especially avoid heavy eye shadow.

6. School district television networks (sometimes linked up with cable TV) and cable television are other important sources for public information. Cable TV often features local presentations on a local channel, as well as time-and-temperature identification slides, which can include your message.

from Gipple and Kotulak

For further information on public relations for schools, see:

1. Cutlip, S. and Center, A., Effective Public Relations, Chapter 24, 4th ed., Prentice Hall, 1971.

2. Unruh, A. and Willier, R., Public Relations for Schools, Fearon, 1974.

3. Public Relations Activities for Schools, Interstate Publishers, 1927 N. Jackson, Danville, Illinois.

SCREENING

Screening is the process of distinguishing those children who are suspected of having handicapping conditions from other preschool and school-aged children. It is a systematic educational assessment procedure which samples abilities, skills, behavior, developmental growth, and other pupil characteristics. Although concerned with a broad range of normal students and with those whose gifts or talents need support and encouragement, the primary purpose of screening is to select those individuals who might have a high probability of need for special programs and services.

School districts should make regular attempts to obtain screening information from parents and teachers. Realistic criteria for referring children for diagnostic evaluations as a result of screening need to be set for each screening instrument used within any given district. Too often, these criteria are not realistic and either too many, or too few, children are referred, as a result of screening, for comprehensive evaluations.

All children who have been reasonably identified through screening as possibly handicapped must have a comprehensive diagnostic evaluation at school district expense. The parents of these children should be notified by mail informing them of the results of the screening process. School districts should arrange conferences with the parents of children who are subsequently referred for diagnostic evaluation. During these conferences, local school districts should discuss the results of the screening and should obtain parent consent for any scheduled diagnostic evaluations.

COMPREHENSIVE DIAGNOSTIC EVALUATION

Those children who are suspected of being handicapped should be referred to a diagnostic team for an extensive evaluation. For school-aged children, the diagnostic team will make recommendations regarding the placement of the handicapped child to the Committee on the Handicapped. The Committee on the Handicapped will review the diagnostic data collected on each child and will make recommendations for class placement. For preschool children, the diagnostic team will recommend educational activities in the event there is an appropriate preschool available for placement. While it is not New York state law that education be given to preschool children, the State Education Department encourages school districts to develop preschool services for their preschool handicapped children. In school districts which have preschool programs for the handicapped, the Committee on the Handicapped will be responsible for placement recommendations.

SCREENING INSTRUMENTS

There are a variety of screening instruments, many of which are useful in locating children with handicapping conditions. The following pages contain screening instruments for both preschool and school-aged children. Districts may use these screening instruments during formal Child Find activities and at regular intervals throughout the school year, or they may use other screening instruments.

Since screening should be viewed as a system for locating children who might need special services, it should not be viewed as a once-or-twice-a-year event. Rather, screening should be viewed as an ongoing process for helping locate previously unidentified handicapped children.

New York In-School Screening Inventory*

Student _____ Birthdate _____ Sex _____ Grade _____

Parent's Name _____ Home Phone _____

Teacher _____ School _____ District _____

Teachers are requested to mark this screening inventory for each child who, in the teacher's opinion, appears to be functioning inadequately because of apparent exceptional mental, emotional, or physical condition(s). (Omit students who are currently receiving special education services).

If the statement does not apply, do not mark it. Add descriptors if necessary.

	These problems interfere with the child's education:		
	Rarely	Often	Always
Problems in General Intellectual Functioning	( )	( )	( )
Communication Problems			
Expressive language (problems in syntax, grammar, limited vocabulary)	( )	( )	( )
Receptive language (comprehension, following directions, concept development)	( )	( )	( )
Speech (poor enunciation, lisps, stutters, infantile speech, omits sounds from words, adds sounds to words, substitutes sounds, unpleasant or odd voice)	( )	( )	( )
Physical Problems			
Physical defect (lame, paralysis, deformity)	( )	( )	( )
Erratic muscle movements	( )	( )	( )
Gross motor coordination (awkward, clumsy)	( )	( )	( )
Fine motor coordination (eye-hand, manual dexterity)	( )	( )	( )
Unusually small (at least 20% less than class average)	( )	( )	( )
Unusually overweight (at least 20% more than class average)	( )	( )	( )
Other (describe) _____ _____	( )	( )	( )
Vision (can't see blackboard, squints, rubs eyes, holds book too close, eyes oscillate involuntarily, cross-eyed)	( )	( )	( )
Hearing (unable to discriminate sounds, asks to have instructions repeated, turns ear to speaker, strains to hear, often has earaches)	( )	( )	( )

	These problems are:		
	Mild[1]	Moderate[2]	Severe[3]
Classroom Behavior Problems			
Hyperactive (overly energetic, talks out, out of seat)	( )	( )	( )
Withdrawn (very quiet, uncommunicative)	( )	( )	( )
Acting out (aggressive, hostile, rebellious, destructive)	( )	( )	( )
Instability (unpredictable, cries easily, explosive)	( )	( )	( )
Inattentive (short attention span, can't stick to task, fails to complete tasks)	( )	( )	( )
Imperceptive (fails to anticipate consequences of own actions)	( )	( )	( )
Other (describe) _____	( )	( )	( )
_____			

	These problems are:		
	Mild[1]	Moderate[2]	Severe[3]
Poor Peer Relationships (few friends, rejected, ignored, abused by peers)	( )	( )	( )

	Performance is below class level:		
	Mild[1]	Moderate[2]	Severe[3]
Academic Problems			
Reading			
Word attack skills (phonics)	( )	( )	( )
Reverses, substitutes	( )	( )	( )
Oral reading	( )	( )	( )
Silent reading	( )	( )	( )
Comprehension	( )	( )	( )
Other _____	( )	( )	( )
_____			
Writing (illegible, reverses letter, can't write)	( )	( )	( )
Mathematics			
Basic computation	( )	( )	( )
Concepts	( )	( )	( )
Set operations	( )	( )	( )
Other _____	( )	( )	( )
_____			
Spelling (phonic spelling, omits or adds letters)	( )	( )	( )
Social Sciences (can't handle concepts, doesn't understand relationships, poor understanding of cause and effect)	( )	( )	( )

	Mild[1]	Moderate[2]	Severe[3]
Academic Problems (cont'd)			
Other (describe) _____	( )	( )	( )
_____			

Date _____ _____

(Signature of person completing form)

[1]Behavior or problem occurs 15-25% of time.

[2]Behavior or problem occurs 25-50% of time.

[3]Behavior or problem occurs more than 50% of time.

* Based on the Utah Screening Inventory (SBE 06-1200-17) and the Modified Utah Screening Inventory (Northwest Regional Resource Center)

New York Pre-School Screening Inventory*

Student_____ Birthday_____ Sex_____

Parent's name_____ Home phone_____

Home address_____

Teacher_____ School_____

Teachers are requested to mark this screening inventory for each child who, in the teacher's opinion, appears not to be functioning normally because of developmental delays (mental, emotional, or physical).

Please check the statements you feel apply to this child. If the statement does not apply, do not mark it. Add descriptions if necessary.

	These problems interfere with the child's education:		
	Rarely	Often	Always
Problems in General Intellectual Functioning	( )	( )	( )
Vision Problems (squints, rubs eyes, holds book too close, eyes oscillate involuntarily, cross-eyed, complains that eyes hurt, eyes are red or infected)	( )	( )	( )
Hearing Problems (often has earaches asks to have instructions repeated, turns ear to speaker, strains to hear, unable to discriminate sounds, speaks excessively loudly or softly)	( )	( )	( )
Physical Problems Physical defect (lame, paralysis, deformity)	( )	( )	( )
Erratic muscle movements	( )	( )	( )
Poor Gross Motor Coordination for Age (awkward or clumsy)	( )	( )	( )
Poor Fine Motor Coordination for Age (eye-hand, manual dexterity)	( )	( )	( )
Unusually small (at least 20% less than average)	( )	( )	( )
Unusually overweight (at least 20% more than average	( )	( )	( )
Other_____			
_____			
_____			

	Mild[1]	Moderate[2]	Severe[3]
Classroom Behavior Problems Hyperactive (overly energetic, talks out, out of seat, constantly in motion)	( )	( )	( )
Withdrawn (very quiet, uncommunicative)	( )	( )	( )

	Mild[1]	Moderate[2]	Severe[3]
Acting out (aggressive, hostile rebellious, destructive)	( )	( )	( )
Instability (unpredictable, cries easily, explosive)	( )	( )	( )

The following are developmental milestones. Check whether the child can do the following:

		Yes	No
END OF TWO YEARS			
	Carries a large Teddy bear or doll while walking	( )	( )
	Throws ball overhand; pedals tricycle	( )	( )
	Walks upstairs unassisted	( )	( )
	Builds tower of six blocks	( )	( )
	Imitates drawing horizontal and vertical lines	( )	( )
	Uses "me" and "you" and refers to self by name	( )	( )
	Asks for food when hungry, drink when thirsty	( )	( )
	Unwraps candy bars, undresses for toileting	( )	( )
	Plays with other children	( )	( )
	Understands what belongs to other people	( )	( )
END OF THREE YEARS			
	Walks downstairs alternating feet	( )	( )
	Hops on one foot two or more hops	( )	( )
	Cuts with scissors	( )	( )
	Copies circle	( )	( )
	Says 13 words in a group	( )	( )
	Gives first and last name; answers correctly "are you a boy or a girl"	( )	( )
	Puts on coat or dress unassisted	( )	( )
	Avoids simple hazards	( )	( )
END OF FOUR YEARS			
	Broad jumps; walks on tiptoes	( )	( )
	Catches bounced ball	( )	( )
	Copies cross	( )	( )
	Uses plurals	( )	( )
	Has 900 word vocabulary	( )	( )
	Speaks in six-word sentences	( )	( )
	Dresses without supervision	( )	( )
	Washes and dries hands and face unaided	( )	( )
	Brushes teeth; cares for self at toilet	( )	( )
	Helps dust furniture; dry dishes	( )	( )
	Helps put things away; performs for others	( )	( )

END OF FIVE YEARS	Yes	No
Walks backward, heel-to-toe	( )	( )
Rides tricycle expertly	( )	( )
Copies square, star	( )	( )
Prints simple words	( )	( )
Draws simple house	( )	( )
Listens to and tells long stories, sometimes confusing fantasy and fact	( )	( )
Follows three commands in proper order (stand up, pick up the pencil, close the door, etc.)	( )	( )
Answers sensibly "Why do we have houses, books, clocks, eyes, ears"	( )	( )
Goes about neighborhood unattended	( )	( )
Eats skillfully with fork and spoon; cuts with knife	( )	( )
Laces shoes	( )	( )
Bosses and criticizes; shows off dramatically	( )	( )
Understands taking turns; shows concern for younger siblings	( )	( )

[1]Behavior or problem occurs 15-25% of time.

[2]Behavior or problem occurs 25-50% of time.

[3]Behavior or problem occurs more than 50% of time.

A GUIDE FOR PARENTS

How To Tell If Your Preschool Child Might Have a Handicap

Congress estimates that more than 8 million American children are handicapped. Some have physical handicaps, some mental, some emotional. Others may be handicapped in several ways. Nearly 12% of all children will need some type of special education services.

In 1975 a law was passed that entitles all children to a free, appropriate, public education. This includes handicapped children - regardless of the handicap - regardless of the severity of the handicap.

It is a fact that early education can help handicapped children gain independence. It is critical that all handicapped children receive an education as early as possible.

The New York State Education Department wants to help. We want to find all handicapped children, including those between the ages of 0 and 5. We want to plan educational services for the time when preschool handicapped children become school-aged. We want to help refer parents of preschool handicapped children to advocacy and parent groups. We want to help because every school-aged child has the right to a free education.

We have developed a checklist to help you, as parents, recognize whether your preschool child might have a handicap. It is intended as a guide to help you decide whether your child might need some special services (slight delays from year-to-year do not necessarily mean a child will need special services).

If you find a problem exists, please contact us through the form on the back of this guide.

We want to help. It's the law. And it's our commitment!

For all ages: Vision Problems

Squints; rubs eyes; holds book too closely; eyes cross; complains that eyes hurt; eyes are red or infected.

For all ages: Hearing Problems

Often has earaches; asks to have instructions repeated; turns one ear to speaker; strains to hear; speaks excessively loudly or softly; has difficulty telling one sound from another.

End of Six months:

Sits alone for 30 seconds.
Rolls from back to stomach.
Eyes move.
Moves head and eyes eagerly in every direction.
Holds cube or rattle.
Turns head to sound of bell.
Grunts; growls; imitates sounds.
Knows who are strangers.
Feeds self a cracker.
Lifts cup with handle.

End of One year:

Stands and walks alone well; climbs.
Crawls quickly on all fours (Knees and hands).
Holds cube with thumb and forefinger.
Removes cube from cup; puts three cubes in cup.
Pushes car along.
Lifts one foot at a time when standing.
Says one word other than "Mama" or "Dada."
Drinks from cup when it is held with little spilling.

End of Two years:

Carries large teddy bear or doll while walking.
Throws ball overhand; pedals tricycle.

(Please turn over)

Two years (cont'd):

Walks upstairs without help.
Builds tower of six blocks.
Imitates drawing of horizontal and vertical lines (- I).
Uses "me" and "you," and refers to self by name.
Points to five body parts.
Undresses completely; unwraps candy bars.
Asks for food when hungry, drink when thirsty.
Plays with other children.
Understands what belongs to other people.

End of Three years:

Walks downstairs alternating feet (first left foot, then right foot, etc.).
Hops on one foot - two or more hops.
Cuts with scissors.
Copies circle.
Says 13 words in a group.
Gives first and last name; answers correctly, "Are you a boy or a girl?"
Puts on coat or dress without help.
Avoids simple hazards.

End of Four years:

Broad jumps; can walk on tiptoes.
Catches bounced ball.
Copies cross (+).
Uses plurals (dogs, houses, bulbs, etc.)
Has 900 word vocabulary.
Speaks in six-word sentences.
Dresses without help.
Washes and dries hands and face unaided.
Brushes teeth.
Cares for self at toilet.
Helps dust furniture; helps dry dishes.
Helps put things away; performs for others.

End of Five years:

Walks backward, heel-to-toe.
Rides tricycle expertly.
Copies square, star.
Prints simple words.
Draws simple house.
Listens to and tells long stories, sometimes confusing fantasy with fact.
Answers sensibly, "Why do we have houses, books, clocks, eyes, ears?"
Goes about neighborhood unattended.
Eats skillfully with fork and spoon; cuts with knife.
Laces shoes.
Bosses and criticizes; shows off dramatically.
Understands taking turns; shows concern for younger siblings.

Return Address

Child Find Coordinator
State Education Department
55 Elk Street
Albany, New York 12234

Please contact me concerning Child Find

INTERAGENCY COOPERATION

Federal Regulations for Public Law 94-142 contain the following comments: "The State is responsible for insuring that all handicapped children are identified, located and evaluated, including children in all public and private agencies and institutions," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56980.

"The local educational agency is responsible for insuring that all handicapped children within its jurisdiction are identified, located and evaluated, including children in all public and private agencies and institutions within that jurisdiction," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56983.

Both state and local officials are thus enjoined to undertake the difficult task of achieving interagency cooperation in Child Find activities. New York State has a wide variety of agencies that serve handicapped children. In addition to numerous organizations devoted to the remediation of particular handicaps, many other organizations and agencies also offer services: child-guidance centers, mental-health clinics, preschools, hospitals, professional organizations, parents' organizations, and state

agencies such as the Departments of Education, Mental Hygiene, Health, Social Services, and Division for Youth and Department of Corrections. Many other organizations frequently encounter handicapped children and should be excellent sources of referrals to school and other service agencies.

This entire complex of organizations, public and private, serving the handicapped, either directly or indirectly, must cooperate in planning and implementing resources in order to meet the needs of the handicapped children of this state.

PROBLEMS IN ACHIEVING INTERAGENCY COOPERATION

1. Noncongruency of Jurisdictions

There are many problems to be surmounted if interagency cooperation is to become a reality. Perhaps the most obvious problem arises from noncongruency of jurisdictions. Schools serve individual districts. Some agencies serve a single county, some a cluster of counties. Some BOCES serve whole counties combined with pupils of neighboring counties. Some agencies serve regions like the Mohawk Valley or The Southern Tier or The North Country. The Capital District Regional Neonatal Care Center serves no fewer than 17 counties.

For maximum efficiency in identifying handicapped children, interagency cooperation would require each local school district to establish liaisons with every human service agency overlapping any part of the district. However, this might impose a tremendous burden of liaison work. All the school districts in a county, a BOCES region or a natural geographic region could be considerably more productive by consolidating

their Child Find efforts. The regulations for P.L. 94-142 provide for consolidated applications for payments under Part B of the EHA at sections 121a.83-85, Federal Register, 41, 252, Thursday, December 30, 1976.

Fortunately educational agencies are not alone in their efforts to achieve interagency cooperation. Federal and State legislation requires several other agencies to undertake planning and cooperative efforts much like those of P.L. 94-142. Laws on child abuse and neglect provide a good example.

It is obvious that many abused and neglected children may be handicapped. Article 10 Section 1012 of the New York State Family Court Act ascribes to abused children such conditions as "serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ." Similarly, a neglected child is one whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired. "Impairment of emotional health" and "impairment of mental or emotional condition" under the law "includes a state of substantially diminished psychological or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think or reason, or acting out of misbehavior, including incorrigibility, ungovernability or habitual truancy."

Section 423 of Title 6 of the State Social Services Law (Chapter 1039) requires each local Department of Social Services to submit annually a local plan for child protective services, including interagency relations. Local Social Services District offices generally have jurisdiction over one county. Consolidated Child Find efforts at the county

level could be coordinated with county plans for child protective services.

Another requirement of interagency cooperation occurs in Chapter 588, Article II of the State Mental Hygiene Law - the Unified Mental Health Act. This act offers certain fiscal advantages to County Mental Health Boards that present plans to the Department of Mental Hygiene regarding mental health services that integrate the efforts of all public and publicly supported agencies. The mental health and mental retardation services of school districts or BOCES can be included in these county plans. (As of January, 1977, only Rensselaer and Rockland Counties were funded under UMHA.)

The Social Security Administration, through its District Offices, is seeking to coordinate its Title XVI program of Supplemental Security Income (SSI) for blind and disabled children with Child Find programs under P.L. 94-142. Blind and disabled children known to the schools may be eligible for SSI payments, and their parents or guardians should be referred to Social Security offices. Social Security offices will tell parents and guardians about their children's rights under P.L. 94-142. Close coordination would be most easily achieved through consolidated Child Find efforts at the county or BOCES level.

Consolidated Child Find efforts are the best solution to the problem of noncongruent jurisdictions.

2. Confidentiality (See the Section in this manual on Confidentiality)

Another major obstacle to interagency cooperation is the confidentiality that physicians, clinics, hospitals, and certain other agencies owe their patients and clients. This right to confidentiality is basic and must

be preserved. The challenge is to find a way to assure that every handicapped child known to any agency is referred to the schools without violation of his right to confidentiality. The State Education Department will make efforts to resolve confidentiality problems at the state level.

For the present, a first step at the local level would be to place an ample supply of brochures and referral forms in the lobbies and waiting rooms of physicians' offices, clinics, hospitals, etc.

Perhaps the most important step in establishing a confidential referral system from physicians and medical authorities will be to win the confidence and active support of a local physician and/or medical association who have shown concern for the handicapped. In 1976 the statewide network of Special Education Instructional Materials Centers sponsored a number of local Child Find projects. At least one of the SEIMC Child Find projects succeeded in obtaining cooperation from pediatricians in developing a Confidential Registry of handicapped children. One pediatrician's enthusiasm for the plan induced the remaining physicians to cooperate.

It is also important to obtain the support of medical organizations in informing physicians about services available to the handicapped. The report on the SEIMC Child Find projects shows that many Child Find consultants found a need to inform physicians about available educational services. The demands of medical practice can prevent physicians from remaining current on nonmedical developments.

3. Agency Fears of Rivalry

Another possible problem in achieving interagency cooperation is that some agencies may choose not to participate because they fear that

Child Find efforts may lead to new programs that will ultimately supplant their own. This problem should be manageable if local Child Find Coordinators reassure agencies of their continuing important role. Coordinators should stress that the goal of interagency cooperation is to coordinate the efforts of existing agencies, not to supplant them.

ORGANIZING INTERAGENCY COOPERATION

Organizing interagency cooperation is not an easy task. It will require determination, patience and careful planning. The local Child Find coordinator must first translate the theory of interagency cooperation into specific objectives. Fortunately there is already a successful system of interagency cooperation functioning in at least one county in New York State. (Much of the success of this system was possible because Child Find efforts were consolidated in the BOCES area.) This system, which can serve as a model for other areas, established interagency cooperation through the achievement of three objectives: (1) formation of an Advisory Council; (2) creation of a Confidential Registry of handicapped children; and (3) development of an Area Service Plan for unserved handicapped children.

1. The Advisory Council

The local Child Find coordinator (preferably heading a consolidated Child Find effort) should form an Advisory Council to assist in planning and implementing Child Find and follow-up activities. Membership on the Advisory Council will vary from area to area, but should as a minimum include some school personnel, parents, and representatives of private and public agencies. Involvement of representatives of the medical community is extremely important.

The first step in forming an Advisory Council is to list all potential members, including organizations for the handicapped and agency representatives serving handicapped children. This list will doubtless be extensive. In order to help the local Child Find coordinator keep track of communication with all the organizations and agencies listed, this manual provides a Child Find Coordinator's Multi-Agency Contact Summary (see page 97). Also provided are form letters for initial contacts (follow-up telephone calls will help); an Agency Profile for Interagency Planning (page 105); and an Area Data Report on Handicapped Children and Available Services (page 107).

See the Instructions for the Multi-Agency Contact Summary for details on involving agencies in initial planning for interagency cooperation.

Appointment of the Advisory Council should follow consultation with representatives of as many agencies as possible. Membership in this council should not be so large that efficiency is jeopardized. The Advisory Council could form subcommittees to study specific problems and report to the Advisory Council. (Subcommittee members need not all be members of the Advisory Council.)

2. The Confidential Registry

This registry would contain identification numbers for every handicapped child identified in the area. It would enable the Child Find coordinator or the Advisory Council to make certain that every handicapped child is receiving services.

Identification numbers, necessary to preserve confidentiality, would be assigned in accordance with procedures outlined in the section of this manual dealing with the school census, regardless of whether the child was identified by a school, hospital, private or public agency, etc.

Every child identified to the school system would have an individual identification number.

3. Area Service Plan for unserved handicapped children

The goal of the Area Service Plan is to arrange services for every handicapped child revealed by Child Find activities to be unserved. This will require information from agencies on the nature of each agency's services, the target population, and the service capacity.

The Area Report on Handicapped Children and Available Services is designed to elicit this and other important information, including the number of children that agencies are forced by limited resources to turn away. Data from Agency Profiles must be compiled and totals entered on the Area Data Report on Handicapped Children and Available Services. This will clearly reveal any existing gaps in area services. The Area Data Report provides space to describe any such gaps found. It also asks whether any organization or agency in the area is making plans to provide services where a gap now exists.

Since the success of an Area Service Plan depends on extensive cooperation from agencies and organizations in the area, the plan should be formulated by the broadly representative Advisory Council. Agencies not serving on the Council should be consulted and informed as fully as possible.

CHILD FIND COORDINATOR'S MULTI-AGENCY CONTACT SUMMARY

Page____of____

AREA_____

CHILD FIND COORDINATOR_____

ORGANIZATION OR AGENCY NAME	CONTACT NAME	Form letter 1 sent 1	Reply 1 received 2	Meeting 1 attended 3	Agency Profile given 4	Form letter 2 sent 5	Reply 2 received 6	Meeting 2 attended 7	Agency Profile returned 8	Agency will make referrals 9	Agency will take referrals 10	Agency will contribute to Confidential Registry 11	Helping in Public Awareness 12	Member Advisory Council 13	Member of sub-committee 14	Cooperating in Area Service Plan 15	Participating in Child Find next year 16	COMMENTS

66

INSTRUCTIONS FOR THE MULTI-AGENCY CONTACT SUMMARY

After completing the list of organizations to be contacted, the local Child Find coordinator should transfer the names of organizations and agencies to the left-hand column of the Multi-Agency Contact Summary. In the next column, the coordinator should list the names of his contacts at each agency. Listed vertically across the top of the page are 16 items each of which records a step in the coordinator's efforts to involve the agencies named at the left.

ITEM 1: The Child Find coordinator should make a checkmark here after sending Form Letter 1 to the agency at left. (If there is time, of course, personal letters should be used instead of form letters. Follow up telephone calls will also help.) Form Letter 1 (attached) briefly describes the reasons for Child Find Activities, states the intention to form an Advisory Council and to establish a Confidential Registry, and invites agency representatives to attend a preliminary meeting. Form Letter 1 also reassures agencies that they will all have an important role to play, both in identifying handicapped children and in providing services.

NOTE: Form Letter 1 will require suitable alterations when sent to different types of organizations and agencies. It should be regarded as a model rather than a form.

ITEM 2: A checkmark here indicates that the Child Find coordinator has received a reply to Form Letter 1.

ITEM 3: A checkmark here indicates that a representative of the agency at left has attended Meeting 1. At this first meeting,

the Child Find coordinator should explain the goals of interagency cooperation, including the Advisory Council, the Confidential Registry, the Area Service Plan for unserved handicapped children, and plans for local public awareness activities. Organizations present should be asked to try to provide volunteers to help carry out the public awareness campaign.

ITEM 4: A checkmark here indicates that the Child Find coordinator has given a representative of the agency at left a blank "Agency Profile for Interagency Planning." These Agency Profiles, which record basic data about each agency's services and service-capacity, should be distributed at Meeting 1. However, the Child Find coordinator should send a blank Agency Profile with Form Letter 2.

ITEM 5: A checkmark here shows that Child Find coordinator has sent Form Letter 2 to the agency at left. Form Letter 2 expresses regret that the agency was unable to send a representative to Meeting 1; encloses an Agency Profile form; and invites a representative to attend the next meeting.

ITEM 6: A checkmark here indicates receipt of a reply to Form Letter 2.

ITEM 7: A checkmark here indicates that a representative of the agency at left attended Meeting 2.

ITEM 8: A checkmark here indicates that the agency at left has completed and returned the Agency Profile.

ITEM 9: A checkmark here indicates that the agency at left will refer children through the Child Find coordinator or Advisory Council (depending on the referral system adopted) when the agency cannot provide services itself.

ITEM 10: A checkmark here shows that the agency at left agrees in principle to accept referrals made to it by the Child Find coordinator or Advisory Council.

ITEM 11: Indicates agency will contribute to the Area Confidential Registry.

ITEM 12: Indicates agency is helping in public awareness campaign. Agencies checked here should be entered in the Local Public Awareness Campaign Report provided in the Public Awareness section of this training manual.

ITEM 13: Indicates an agency representative is serving on the Advisory Council.

ITEM 14: Indicates an agency representative is serving on an Advisory Council subcommittee.

ITEM 15: Indicates that an agency is cooperating in the Area Service Plan for unserved handicapped children.

ITEM 16: Indicates that an agency has agreed to participate in Child Find and related activities next year.

Space is provided at the right of the form for brief notes regarding each agency listed at the left.

INTERAGENCY COOPERATION

FORM LETTER 1

To Agency or Organization Director:

Dear _____,

The Education for All Handicapped Children Act of 1975 requires any local, intermediate or State education agency that seeks federal funds for the education of the handicapped to identify and evaluate all its handicapped children. I am writing to enlist your support in the child identification ("Child Find") program in this area. I hope that you will join me at a preliminary Child Find meeting on _____ (Date) at _____ (Time) at _____ (Site).

All organizations serving the handicapped will have important roles both in identifying all of our area's handicapped children and in providing services for children who are found to be unserved. We intend to form an Advisory Council to coordinate efforts among area agencies so that we can assure that all handicapped children receive the services they need.

Please write or call to confirm that you will attend this Child Find meeting. I look foward to seeing you there and to hearing your views.

Sincerely,

Child Find Coordinator

INTERAGENCY COOPERATION

FORM LETTER 2

To Agency or Organization Director:

Dear _____,

We missed you at the preliminary Child Find planning meeting on _____ (Date). We discussed many issues of importance to everyone in our area who serves the handicapped.

At the next meeting, on _____ (Date), at _____ (Time) at _____, we hope to reach consensus on how to organize the Advisory Council and a Confidential Registry of handicapped children. We will also discuss writing an Area Service Plan for unserved handicapped children. One goal of the plan will be to maximize the contributions of all participating agencies.

I have enclosed a blank Agency Profile for Interagency Planning. Please fill it out and join us at the next meeting. I look forward to hearing your opinions then.

Sincerely,

Child Find Coordinator

AGENCY PROFILE FOR INTERAGENCY PLANNING

1. Agency name and address: _____ phone _____

   _____

   _____

2. Name and Title of person completing form: _____

   title _____ phone _____

3. Region served by agency: (give name or names) School _____

   School District _____ County _____

4. Agency staffing: (number of each type of staff) _____

   _____

   _____

   _____

   _____

5. Brief description of agency program: _____

   _____

   _____

   _____

   _____

   _____

6. Indicate chief referral sources of children served by agency:

   doctors _____; public agencies _____; other (list) _____

   _____

7. Services provided by agency: _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

- OVER -

8. In left hand box of each category, indicate the number and type of handicapped children served by agency per year; in right hand boxes indicate maximum number of children agency could serve.

SEVERITY GRID

TYPE OF HANDICAP		MILD		MODERATE		SEVERE		TOTAL	
		Left	Right	Left	Right	Left	Right	Left	Right
Mentally Retarded	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Hearing Impaired	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Speech & Language Impaired	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Visually Impaired	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Emotionally Disturbed	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Physically Handicapped	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Specific Learning Disabilities	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
Multiply Handicapped	0 - 2								
	3 - 4								
	5								
	6 - 20								
	21								
TOTAL								GRAND TOTAL	

9. How many handicapped children, if any, is the agency forced to turn away? List by age and type of handicap: _____

_____

_____

_____

_____

_____

AREA DATA REPORT ON HANDICAPPED CHILDREN AND AVAILABLE SERVICES

(see chart on reverse side)

Area:_____

Number of service agencies in area_____ Number reporting data on children served_____

Number participating in Child Find_____ Number reporting data on services offered_____

Gaps in Services: _____

_____

Is any area organization making plans to provide services where a gap now exists?_____

_____

COMMENTS:_____

_____

_____

_____

_____

_____

_____

Known Handicapped Children in Area

TYPE OF HANDICAP		MILD	MODERATE	SEVERE	TOTAL
Mentally Retarded	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Hearing Impaired	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Speech & Language Impaired	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Visually Impaired	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Emotionally Disturbed	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Physically Handicapped	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Specific Learning Disabilities	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Multiple Handicapped	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
TOTAL					

Known Service Capacity for Handicapped Children in Area

TYPE OF HANDICAP		MILD	MODERATE	SEVERE	Total
Mentally Retarded	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Hearing Impaired	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Speech Language Impaired	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Visually Impaired	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Emotionally Disturbed	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Physically Handicapped	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Specific Learning Disabilities	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
Multiple Handicapped	0 - 2				
	3 - 4				
	5				
	6 - 20				
	21				
TOTAL					

110

DUE PROCESS AND CONFIDENTIALITY REQUIREMENTS[1,2,3]

P.L. 94-142 requires that each local school district (LEA) submit to the State Education Department (SED) the local school district policies and procedures concerning due process and confidentiality. Due process specifies the legal procedures that school districts must follow in evaluating and placing children in appropriate educational programs and necessarily requires a variety of educational settings based on the needs of each child. Due process also includes the rights of parents to examine all material contained in a child's school records.

Implementing due process may produce many positive benefits for the local school district. It allows local districts to act openly and in the best interests of the children they serve. It provides a procedural

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1. Abenson, A., Bolick, N. & Hass J. A Primer on Due Process. The Council for Exceptional Children: Reston, Virginia, 1976.

2. Assistance to States for Education of Handicapped Children: State Plan Provision. Federal Register, 41, 40, 1976, pp. 8603-10.

3. Education of Handicapped Children and Incentive Grants Program. Federal Register. 41, 252, 1976, pp. 56966-97.

check to parents of handicapped children who have been inadvertently overlooked or incorrectly placed. It also provides a legal base for insuring that all handicapped children receive an appropriate education.

Confidentiality is required by both federal and state law, including section 438 of the General Education Provision Act which, basically, restricts the transfer of records without parental approval.

CRITERIA OF DATA COLLECTION

Local school districts must send letters to the parents of children who are scheduled for diagnostic evaluations or program changes. This letter must be in the primary language of the parents. In addition, the parents must understand and agree in writing to any identification or evaluation activity (section 121a.404* - see sample parent consent form, page 123). It is good professional practice to schedule conferences with parents to outline the goals of any new or rescheduled evaluation or placement.

In releasing children's records to other agencies, local school districts must use consent forms that specify the particular records to be released (section 121a.450*). The individual or agency to whom records are to be released must also be specified in this letter (see Due Process Checklist, pp. 119-122).

ACCESS TO SCHOOL RECORDS

Parents must be provided with access to their child's records, including any information used in diagnostic evaluation(section 121a.452*).

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*Federal Register, 41, 252, Thursday, December 30, 1976.

Specific provisions require that:

1. Each local school district provide these school records to parents without unnecessary delay. Parents must be allowed to view school records prior to any hearing related to the evaluation or placement of their child.
2. Parents have the right to an explanation and interpretation of diagnostic evaluation results. They can request interpretation of State Education Department regulations. Parents must also be given a listing of all agencies given school records on their children. These records must be maintained by the local school district (sections 121a.453 and 121a.455*).
3. Parents may be charged a fee for copies of school records. However, this fee may not effectively prevent the parents from their right to inspect those records (section 121a.456*).
4. Parents may request an amendment to their child's school record if they believe the information contained therein is inaccurate or misleading (section 121a.457*).
5. If any record includes information on more than one child, the parents have the right to inspect only the information relating to their child (section 121a.457*).

HEARING RIGHTS

Parents have the right to a hearing regarding the evaluation and educational placement of their child, including the right to challenge data contained in local school district records. In addition, parents

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*Federal Register, 41, 252, Thursday, December 30, 1976.

have the right to an interpreter, provided at school district expense, if they are deaf or if their primary language is not English. Opportunity for a hearing to challenge evaluation and placement includes the parent's right to:

1. be given reasonable notice prior to the hearings;
2. review all records;
3. obtain an independent evaluation if the parent disagrees with the results of the evaluation obtained by the local school district (Public Law 94-142 requires this evaluation to be at public expense in the event an impartial hearing officer agrees to the appropriateness of re-evaluation);
4. be represented by counsel;
5. cross examine;
6. bring witness;
7. present evidence;
8. receive a complete and accurate record of proceedings, and
9. appeal the decision (section 121a.408*).

If the child's parents or guardian are not known, unavailable, or if the child is a ward of the state, the child must be assigned a surrogate parent (section 121a.404*).

Opportunity for a hearing to challenge data contained in local school district records includes the parent's right to:

1. be given reasonable notice prior to the hearings;
2. be given an opportunity to present evidence;
3. assurances that the hearing officer be impartial;

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*Federal Register, 41, 252, Thursday, December 30, 1976.

4. assurance that the decision be based on objective information and that the hearing officer put this decision in writing;
5. obtain an explanatory statement from the hearing officer if the decision is not to change information in the school record, and
6. make appeal to the Commissioner of Education (sections 121a.404, 121a.408, 121a.409, and 121a.410*). School districts also have this right to appeal.

WHEN PARENT CONSENT IS NEEDED

Public Law 94-142 requires school districts to obtain parental consent before providing diagnostic evaluations and prior to transferring school or medical records from one agency to another (section 121a.400*). The New York State Education Department interprets Subdivision 2 of section 4402 of the New York State Education Law as exempting school districts from requiring parental consent prior to arranging for diagnostic evaluations. Such consent is, however, recommended as a procedure for safeguarding and guaranteeing the rights of parents of handicapped children.

Local school districts, under federal legislation, have the right to obtain a hearing before an impartial hearing officer in the event parents refuse to give their consent for services recommended by the local school district. Furthermore, the local school district has the right to appeal any decision to the Commissioner of Education (section 121a.404*).

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*Federal Register, 41, 252, Thursday, December 30, 1976.

Local school districts do not need parental consent to screen large numbers of children in order to determine those children who might need diagnostic evaluations (section 121a.400*).

PROVISIONS OF SAFEGUARDS

Parents and children are protected by procedural safeguards regarding placement (or denial of placement) into educational programs. They are also protected by procedural safeguards in respect to the treatment of school records.

The procedural safeguards given by law to parents and children regarding placement are the same as the parent's right to challenge placement:

1. notice of the proposed action;
2. a hearing prior to final action;
3. counsel at that hearing;
4. present evidence;
5. full access to relevant school records;
6. compel attendance of, confront and cross-examine officials or employees, including diagnosticians;
7. an independent evaluation if the parent disagrees with the results of the evaluation obtained by the local school district (again, according to federal law, this evaluation must be provided at public expense in the event an impartial hearing officer agrees to the appropriateness of re-evaluation).
8. have the hearing open or closed to the public, at the option

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*Federal Register, 41, 252, Thursday, December 30, 1976.

of the parent, and

9. an impartial hearing officer (section 121a.408*).

An impartial hearing officer means an individual assigned by a board of education to hear an appeal and make recommendation to such board in accordance with the provisions of New York State Education Law Section 4404. According to Subchapter P, Part 200.1, page two of the New York State Education Law, an impartial hearing officer shall be: unbiased, having no prejudice for or against any party involved in the hearing; disinterested, having no personal interest in the outcome; and independent, who is not an officer, employee, or agent of the school district or of the BOCES of which such school district is a component, and shall not have participated in any manner in the formulation of the recommendation sought to be reviewed.

Notice means written statements in English and/or the dominant language of the parent's home. In the event the parent is deaf or blind, notice will mean communication by all means which are feasible and appropriate (see Due Process Checklist, pages 119-122).

CONFIDENTIALITY

All school districts must insure the confidentiality of data on individual children. They must provide parents and school district personnel with local school district guidelines on the protection of confidentiality. These guidelines must include:

1. detailed information on how each school district will protect the confidentiality of children who have received special services;

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*Federal Register, 41, 252, Thursday, December 30, 1976.

2. the name of each school district official who has the responsibility for assuring that data remain confidential;
3. an outline of the steps which will assure that all persons collecting or using records on individual children will receive training on the policies of the local school district and the State Education Department regarding confidentiality; and
4. a current listing of the names of those school personnel within the school district who have access to the records on individual children (section 121a.462*).

DESTRUCTION OF DATA

It is the responsibility of local school districts to:

1. not destroy school records without the permission of the child or his parents;
2. destroy all personally identifiable records on individual children five years after the data are no longer needed to provide educational services to the child (permanent records may be maintained without time limitations and are restricted to the child's "name, address, phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56993; and
3. prior to the destruction of the children's records, make reasonable efforts to contact parents to inform them of their right to obtain copies of data used for their child's educational program (section 121a.463*).

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*Federal Register, 41, 252, Thursday, December 30, 1976.

Due Process Checklist

Data Collection Procedures

1. Parents are notified in their primary language informing them of evaluation procedures.

   a) Primary language of parents was determined on _____ (date) to be _____ (language). Method for determining primary language was _____.

   b) A letter in _____ (language) was sent to _____ (name), _____ (relationship to child) requesting _____ (type) evaluation on _____ (child's name).

   c) Parent consent in writing was obtained on _____ (date) regarding their child's evaluation. (attach)

2. In releasing school records to other agencies the agencies are named and parental consent is obtained.

   a) _____ (type) records on _____ (child's name) were released to _____ (agency (s)) on _____ (date) for the purpose of _____ _____ _____ (attach parent consent for release of information).

Access to School Records

1. Procedures are established to provide access rights to school records.

   a) School records were requested by _____ (name) on _____ (date). Method of request was _____ (letter, phone, etc.)

   b) Explanation of diagnostic/evaluation results was given to _____ (name), _____ (relationship to child) on _____ (date) by _____ (name) _____ (title).

   c) The list of agencies that have access to _____ 's (child's name) school records was given to _____ (name), _____ (relationship to child) on _____ (date).

d) A fee of _____ (amount) was charged to _____ (name) for copies of _____ (child's name) school records.

e) Parents of _____ (child's name) requested that their child's school records be amended on _____ (date). The following determination was made on _____ (date): _____ (decision)

_____

_____

_____
(name of hearing officer)

Hearing Rights

1. Parents have the right to a hearing regarding the evaluation and placement of their child and to an interpreter provided at school district expense if their primary language is not English.

   a) Parents of _____ (child's name) were informed in writing on _____ (date) of the role of the hearing officer (s) including: the responsibility to hear both sides; to limit evidence to that presented at the hearing; the responsibility of making a decision in keeping with the child's best interest; and the responsibility to engage in fact finding (attach letter).

   b) Parents of _____ (child's name) were informed in writing on _____ (date) that they have the following rights: to be given reasonable notice prior to the hearings; to review all records; to obtain an independent evaluation; to bring counsel and/or expert witness; to cross examine; to receive a complete and accurate record of the proceedings; and to appeal the decision (attach letter).

2. Parents have an opportunity for a hearing to challenge data contained in local school district records.

   a) Parents of _____ (child's name) were informed in writing on _____ (date) that they have the following rights: to be given opportunity to present evidence; to assure that the hearing officer is impartial; to assure that the decision is based on objective information and is put in writing; to obtain an explanatory statement from the hearing officer if the decision is not to change the record; and to appeal to the Commissioner of Education (attach letter).

3. The hearing is commenced as quickly as possible, not later than 45 days after receipt of a complaint, and is conducted at a time and place which is reasonably convenient to the parents.

a) The hearing was commenced on_____. This was_____
(date) (number)
days after the receipt of the complaint. (Date of Complaint:_____).
b) The hearing was conducted at_____.
(location)

4. If the child's parents or guardian are not known, unavailable, or if the child is a ward of the state, the child must be assigned a surrogate parent.

a) _____was assigned_____on_____
(child's name) (name of surrogate) (date)
because_____

_____

Procedural Safeguards

1. Parents and children are protected by procedural safeguards regarding evaluation and placement, and treatment of school records.

a) Parents of_____were notified in writing on_____
(child's name) (date)
of their right to: notice of the proposed action; a hearing prior to final action; counsel at that hearing; present evidence; full access to relevant school records; compel attendance of, confront and cross-examine school district personnel; an independent evaluation; have the hearing open or closed to the public; and an impartial hearing officer (attach letter).

2. Program planning conferences are held within 30 days of the child's first day of attendance during each school year or within 30 days of determination of the child's eligibility for special education.

a) A program planning conference was held for_____on
(child's name)
_____. Eligibility for special education was determined on_____.
(date) (date)
Recommended that_____attend_____
(child's name) (facility)
for_____.
(duration)

Confidentiality

1. Guidelines must be provided regarding the protection of confidentiality.

a) The school district official who has the responsibility for assuring that data remain confidential is_____.
(name)
His/her title is_____.

b) The current list of school district personnel who have access to records on individual children includes:

(name)	(title)
(name)	(title)
(name)	(title)
(name)	(title)
(name)	(title)

Destruction of Data

1. Guidelines must be provided regarding the destruction of individual records.

   a) Permission of the parent (or child if over 18) to destroy school records was obtained for _____ (child's name) on _____ (date) (attach letter of permission).

   b) All personally identifiable records were destroyed for _____ (child's name) on _____ (date) by _____ (name) _____ (title). This was _____ years after the data were no longer needed. (Data no longer needed as of _____ (date)).

   c) Prior to the destruction of the school records, a reasonable effort was made to contact _____ (name), _____ (relationship to child) on _____ (date) to inform them of their rights regarding the destruction of school records.

   Efforts made to contact include:

   _____ (letter, phone, etc.), to _____ (relationship to child) on _____ (date)
   _____ (letter, phone, etc.), to _____ (relationship to child) on _____ (date)
   _____ (letter, phone, etc.), to _____ (relationship to child) on _____ (date

PARENT CONSENT FORM

Child ID Number_____

This is to certify that I, _____
(parent or guardian)

_____ (A) hereby agree to allow _____ to receive
(child's name)
the following evaluation and educational or related services by
_____. I understand that
(individual or agency)
the services will involve the following:

1. _____
_____
2. _____
_____
3. _____
_____

_____ (B) hereby agree to allow _____'s
(child's name)
school records to be released to _____
(individual or agency)
for the purpose(s) of _____
_____
_____.

The individual school records to be released are _____
_____
_____

I understand that neither my child's name nor my name will be used in any form that will violate our confidentiality or anonymity. These services have been defined and fully explained by _____,
(name)
_____.
(title)

_____
Signature of parent or guardian
(required)

_____
(date)

I, the undersigned, have defined and fully explained the services involved to the above parent/guardian.

_____ _____
(date) Signature of Local Superintendent
(or designate)

RECORD KEEPING AND DATA COLLECTION

REQUIREMENTS OF PUBLIC LAW 94-142*

Part B of the Education of the Handicapped Act (EHA), as amended by Public Law 94-142, provides funds to state and local education agencies to assist them in educating their handicapped children. The amount of these funds will be based on the number of handicapped children receiving services within each state and local education agency. As a condition for receiving these grants under Part B, local school districts must guarantee certain basic rights to handicapped children (a free appropriate education, evaluation and testing that is non-discriminatory, due process, and education in the least restrictive environment).

Record keeping and data collection become necessities if school districts are to apply for funds under P.L. 94-142. School districts must provide data that insures "that all handicapped children within its jurisdiction (regardless of the severity of their handicap) are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56983. School districts must also document the numbers of handicapped children receiving special education and related services and the numbers of handicapped children not receiving special education and related services.

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*Education of Handicapped Children and Incentive Grants Program, Federal Register, Vol. 41, No. 252 - Thursday, December 30, 1976.

Section 504 of the Rehabilitation Act of 1973 requires additional record keeping responsibilities. Specifically, this act requires that "no otherwise qualified handicapped individual in the United States... shall solely by reason of his handicap, be excluded from the particiaption in, be denied the benefits of, or be subjected to discrimination under any activity receiving Federal financial assistance. 'Thus, a local educational agency would not be in compliance with the basic provisions of Section 504 if the agency did not make available a free appropriate public education for its handicapped children,'" Federal Register, 41, 252 - Thursday, December 30, 1976, p. 56971. As a consequence to Section 504, all agencies receiving HEW funds will have to be in compliance with the regulations of Public Law 94-142.

For reference, Section 504 of the Rehabilitation Act of 1973 was published July 17, 1976 in the Federal Register (41 FR 19548). Final regulations regarding this act were signed into law May 4, 1977. In addition, The National Association of State Directors of Special Education (1201 16th St., N.W., Suite 610E, Washington, D.C. 20036, 202-833-4193) has published a document, available for $2.00, entitled Sec. 504/PL 94-142: A comparison of selected provisions of the proposed regulations for Section 504 of the Vocational Rehabilitation Act of 1974 and selected provisions of P.L. 94-142, The Education for All Handicapped Children Act of 1975.

Funding Priorities

Funds under P.L. 94-142 are to be used for handicapped children who are within the following priorities:

1. Handicapped children who are not receiving any education and,
2. Handicapped children who are the most severely handicapped within each disability category and who are not receiving all the educational services specified in their individual education program.

Regulations contained in this act require all funds to be spent on handicapped children within the first priority until all first priority children are identified, located, evaluated and are given a free appropriate public education. In addition, these funds are to be used solely for excess costs in providing special education and related services to handicapped children. In no way are Part B funds to be used to supplant state and local funds. To monitor this provision, the Commissioner of Education, U.S. Office of Education, will look closely to see if any Part B funds "are used for any costs which were previously paid for with state or local funds," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56983. Excess costs means costs:

" (1) Which are for special education and related services, and

(2) Which are above the costs of regular education for an elementary or secondary school student in the local educational agency.

(C) The cost of regular education is computed as follows:

(1) Add all expenditures of the local educational agency in the preceding school year, except capital outlay and debt service:

(i) For elementary school students, if the handicapped child

is an elementary school student or

(ii) For secondary school students, if the handicapped child is a secondary school student," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56982.

For funding purposes, grants will be made according to the number of handicapped children receiving the services specified in this act. This number may not exceed 12% of all children ages five through 17 in the state and may not include specific learning disabled children over 2% of all children age five through 17. Additionally, school districts serving handicapped children who are counted under the Elementary and Secondary Education Act of 1965, Section 121 (P.L. 89-10), may not receive funds from P.L. 94-142. Funds will not be given to school districts whose entitlements total less than $7,500. School districts may, however, make consolidated applications with other school districts.

DATA REQUIREMENTS

Each state and local education agency must maintain records on their compliance to the regulations contained in this act and must make records available, upon request, to the Commissioner of Education, U.S. Office of Education.

FULL EDUCATIONAL OPPORTUNITY

To document compliance to the right of all handicapped children to full educational opportunity, each school district must provide records to the State Education Department which document:

"(a)(1)(i) The estimated number of handicapped children who need

special education and related services.

(ii) The number of handicapped children ages 18 through 21 who are receiving special education and related services during school year 1976-1977.

(iii) The estimated number of handicapped children who will receive special education and related services during school year 1977-1978.

(2) The data under paragraph (a) (1) of this section must be provided:

(i) For each of the following age ranges (except under paragraph (a) (1) (ii) of this section): birth through two, three through five, six through seventeen, and eighteen through twenty-one, and

(ii) For each disability category (except for children ages birth through two).

(3) ...a description of the basis used to determine the data required under this paragraph.

(b) Beginning with school year 1978-1979, each (school district must provide the following information)...

(1) The estimated number of handicapped children who need special education and related services.

(2) For the current school year:

(i) The number of handicapped children, ages birth through two, who are receiving special education and related services; and

(ii) The number of handicapped children:

(A) Who are receiving a free appropriate public education.

(B) Who need, but are not receiving a free appropriate public education.

(C) Who are enrolled in public and private institutions who are receiving a free appropriate public education, and

(D) Who are enrolled in public and private institutions and are not receiving a free appropriate public education.

(3) The estimated numbers of handicapped children who are expected to receive special education and related services during the next school year.

(4) A description of the basis used to determine the data required under this paragraph.

(5) The data required by paragraph (b) (1), (2), and (3) of this section must be provided:

(i) For each disability category (except for children ages birth through two), and

(ii) For each of the following age ranges: birth through two, three through five, six through seventeen, and eighteen through twenty-one," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56979.

School districts must also supply to the State Education Department:

(1) The number of additional special class teachers, resource room teachers, and itinerant or consultant teachers needed for each disability category and the number of each of these

who are currently employed in the (district)....

(2) The number of additional personnel needed, including school psychologists, school social workers, occupational therapists, home-hospital teachers, speech pathologists, teacher aides, vocational education teachers, work study coordinators, physical education teachers, recreation therapists, diagnostic personnel, supervisors, and other instructional staff.

(3) The salary costs of these personnel....

(4) The number and kind of facilities needed for handicapped children and the number and kind currently in use in the (district)..., including regular classes serving handicapped children, self-contained classes on a regular school campus, resource rooms, private special education day schools, public special education residential schools, hospital programs, occupational therapy facilities, physical therapy facilities, public sheltered workshops, private sheltered workshops, and other types of facilities.

(5) The total number of transportation units needed for handicapped children, the number of transportation units designed for handicapped children which are in use in the ...(district) and the number of handicapped children who use these units to benefit from special education," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56980.

FULL EDUCATIONAL OPPORTUNITY GOAL

Local school districts, in ensuring full educational opportunity goals for handicapped children, must "take steps to insure that handicapped children have available to them the variety of programs and services available to non-handicapped children, including art, music, industrial arts, home economics and vocational education.

...Each...local educational agency shall provide non-academic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities.

...Non-academic and extracurricular services and activities include athletics, health services, recreational activities, special interest groups or clubs sponsored by the state or local educational agency, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the state or local educational agency and assistance in making outside employment available.

...Physical education must be made available to every handicapped child receiving a free appropriate public education.

...Each handicapped child must be afforded the opportunity to participate in the regular physical education program available to non-handicapped children, unless:

(1) The child is enrolled full time in a separate facility;

(2) The child needs specially designed physical education, as prescribed in the child's individualized education program;

(3) The parents and the public educational agency agree that the child should not participate in the regular program.

...If specially designed physical education are prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs.... The public agency responsible for the education of a handicapped child enrolled who is full time in a separate facility, or who is not able to participate in the regular physical education program, shall take steps to insure that physical education provided to that child is comparable to services provided to non-handicapped children," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56985.

INDIVIDUALIZED EDUCATION PROGRAMS

"...Each local educational agency shall develop, or revise, whichever is appropriate, an individualized education program for every handicapped child at the beginning of the school year, and review and if appropriate revise its provisions periodically, but not less than annually.

...Each local educational agency is responsible for initiating and conducting meetings for developing, reviewing, and revising a child's individualized education program.

...For a handicapped child who is receiving special education, a meeting must be held early enough so that the individualized education program is developed (or revised, as appropriate) by the beginning of the next school year.

...For a handicapped child who is not receiving special education,

a meeting must be held within thirty days of a determination that the child is handicapped, or that the child will receive special education.

...The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills.

(b) A statement of annual goals which describes the educational performance to be achieved by the end of the school year under the child's individualized education program;

(c) A statement of short term instructional objectives, which must be measurable intermediate steps between the present level of educational performance and the annual goals;

(d) A statement of specific educational services needed by the child (determined without regard to the availability of those services) including a description of:

(1) All special education and related services which are needed to meet the unique needs of the child, including the type of physical education program in which the child will participate, and

(2) Any special instructional media and materials which are needed;

(e) The date when those services will begin and length of time the services will be given;

(f) A description of the extent to which the child will participate in regular education programs;

(g) A justification for the type of educational placement which the child will have;

(h) A list of the individuals who are responsible for implementation of the individualized education program; and

(i) Objective criteria, evaluation procedures, and schedules for determining on at least an annual basis, whether the short term instructional objectives are being achieved," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56986.

PARTICIPATION AT MEETINGS FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS

"The local educational agency shall insure that each meeting includes the following participants:

(a) A representative of the local educational agency, other than the child's teachers, who is qualified to provide, or supervise the provision of, special education.

(b) The child's teacher or teachers, special or regular, or both, who have a direct responsibility for implementing the child's individualized education program.

(c) One or both of the child's parents.

(d) Where appropriate, the child.

(e) Other individuals, at the discretion of the parent or agency," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56986.

PARENT PARTICIPATION AT MEETINGS FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS

"...Each local educational agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place.

...If neither parent can attend, the local educational agency shall use other methods to insure parent participation, including individual or conference telephone calls.

...A meeting may be conducted without a parent in attendance if the local educational agency is unable to convince the parents that they should attend. In this case the local educational agency must have a record of its attempts to arrange a mutually agreed on time and place, such as:

> ...Detailed records of telephone calls made or attempted and the results of those calls.
>
> ...Copies of the correspondence sent to the parents and any responses received and detailed records of visits made to the parent's home or place of employment and the results of those visits.

The local educational agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English," Federal Register, 41, 252, Thursday, December 30, 1976, p. 56986.

SUMMARY

Public Law 94-142 authorizes a schedule of financial reimbursements to school districts that comply with the regulations of this new federal law. These financial reimbursements will be based on the numbers of handicapped children served through each local school district.

School districts must furnish data and records to the State Education Department to document compliance to this new law (Federal Register, 41, 252, Thursday, December 30, 1976, section 121a.111, p. 56983). The State Education Department will forward data from school districts to the United States Commissioner of Education who will, in turn, use this data to grant monies to state and local educational agencies.

The forms contained in this manual were designed for use by local school districts in gathering and recording the data required under Public Law 94-142. In addition to using the data to document compliance to this new federal law, these data could also be used to evaluate components of each school district's Child Find system and to plan educational services for each district's school-aged handicapped children.